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ABSTRACT

Developed as a basic resource for Georgia school media personnel, this handbook draws together the information most frequently needed by media professionals across the state. The information is drawn from a variety of sources and, in some instances, abridged for ease of use or understanding. Areas covered include: (1) preparation and certification--including training programs in the region and certification application procedures, requirements, and objectives; (2) roles and responsibilities of the superintendent, system media contact person, media coordinator, curriculum coordinator, system media committee, principal, school media specialist, instructional staff, building media committee, media paraprofessional, media aide, and community; (3) standards and policies of the Georgia Board of Education, Georgia Accrediting Commission, Southern Association of Colleges and Schools, and the State Records Committee; (4) media resources and programs offered through state and regional agencies, including educational television and video; (5) media facilities requirements and planning information; and (6) national and state professional media organizations. (MES)

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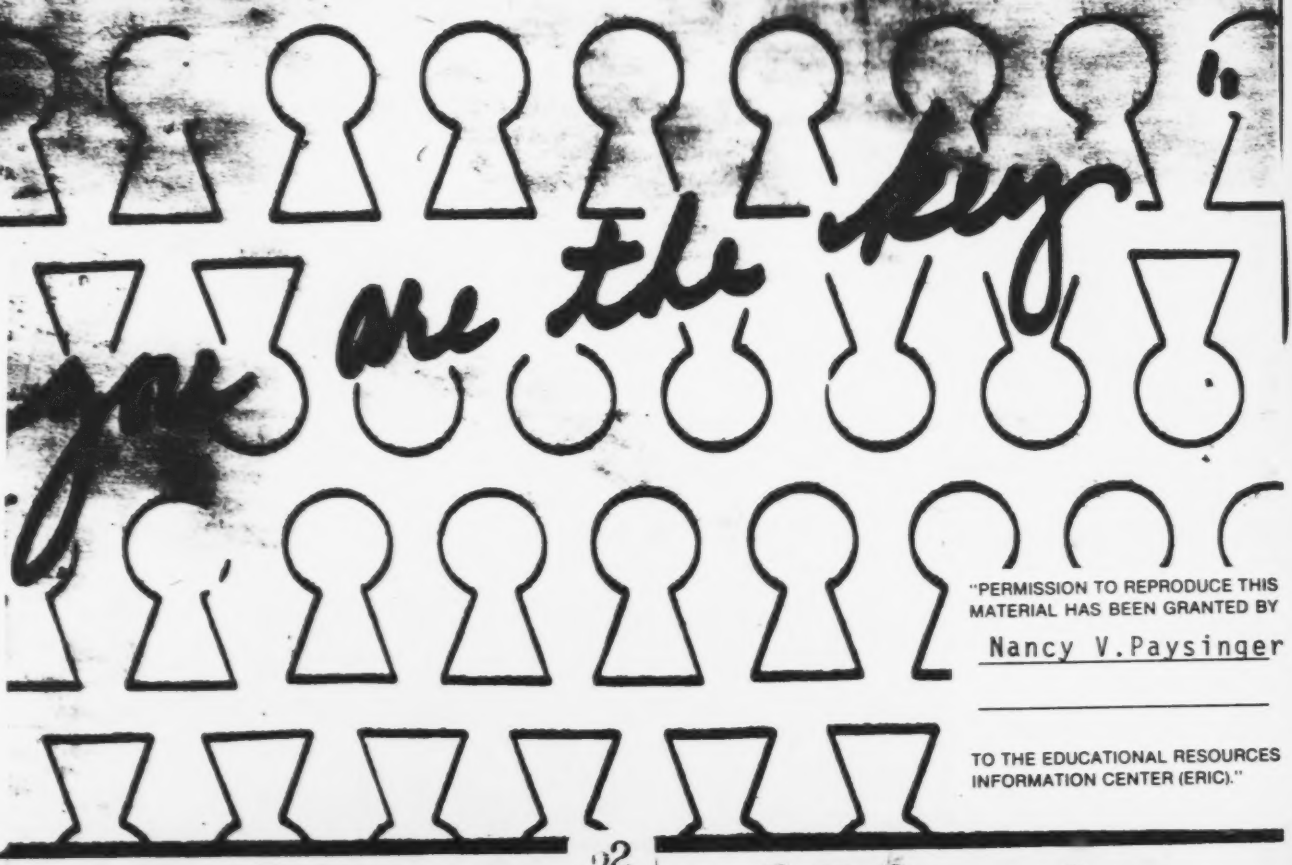

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INTRODUCTION

This handbook has been developed as a basic resource for Georgia school media personnel, drawing together the information most frequently needed by media professionals across the state. However, general professional literature has been considered to be outside the scope of this publication. The information has been drawn from a variety of sources and, in some instances, has been abridged for ease of use or to foster understanding. Careful note should be made of original sources. If the reader desires more information, contact should be made with the originating agency or the full document should be obtained. Where needed, these are indicated at the end of each document.

A copy of this handbook is being sent to all Georgia K-12 public schools to be placed in the media center. This notebook becomes the property of the school rather than of the individual media specialist. Notebook binder format has been selected to allow for future updating.

Division of Instructional Media Services
Office of Instructional Services
Georgia Department of Education
Charles McDaniel
State Superintendent of Schools
1985

GOAL STATEMENT FOR GEORGIA'S SCHOOL MEDIA SERVICES

In Georgia, commitment to providing quality media programs is evidenced through seeking cooperatively planned, instructionally related, unified media services that are developed at the local level, accessible to teachers and students, and effectively managed by media professionals.

Preparation and Certification

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MEDIA SPECIALIST TRAINING PROGRAMS

Approved by Georgia Board of Education
Effective January 1, 1985

INSTITUTION	PROGRAM LEVEL			
	4	5	6	7
Albany State College 504 College Drive Albany, Georgia 31705 Dr. Charles Dunson, Dean GISI 341-4715, (912) 439-4715 or 4716	x			
Armstrong State College 11935 Abercorn St. Extension Savannah, Georgia 31419 Ms. Patricia Ball GIST 369-5332, (912) 927-5332	x			
Auburn University Auburn, Alabama 36849 Dr. Dan Wright Director of Learning Resources Center (205) 826-4422	x			
Emory University Division of Library & Information Management Atlanta, Georgia 30322 Dr. Venable Lawson (404) 727-6840	x	x	x	
Fort Valley State College P.O. Box 4111 Fort Valley, Georgia 31030 Dr. Warren Palmer GIST 327-6342, (912) 825-6342	x			
Georgia College 231 West Hancock Milledgeville, Georgia 31061 Dr. Kathy Davis GIST 324-5483, (912) 453-4717	x	x		

INSTITUTION	PROGRAM LEVEL			
	4	5	6	7
Georgia Southern College Statesboro, Georgia 30458 Dr. Jack Bennett GIST 364-5203, (912) 681-5203	x	x	x	
Georgia State University 404 Urban Life Building University Plaza Atlanta, Georgia 30303 Dr. Rosalind Miller GIST 223-2458, (404) 658-2458		x	x	x
University of Georgia Educational Media and Librarianship Athens, Georgia 30601 Dr. Kent Gustafson GIST 241-3810, (404) 542-3812	x	x	x	
West Georgia College School of Education Carrollton, Georgia 30117 Dr. Gerard Lentini GIST 232-1309, (404) 834-1309	x	x		
Valdosta State College (Cooperative program with University of Georgia) School of Education Department of Secondary Education Valdosta, Georgia 31698 Dr. Earl Swank GIST 343-5927, (912) 333-5927		x	x	

APPLICATION PROCEDURES AND INFORMATION FOR CERTIFICATION

APPLICATION FOR CERTIFICATION BASED ON A COLLEGE PLANNED PROGRAM

To make application for the initial Georgia certificate or any supplementary certificate based on the completion of a college approved program, the following forms and records must be submitted to Teacher Certification Services in a complete package:

1. The application DE Form 0070-B (Long Form)

2. College Recommendation, DE Form 0071, from each college where a degree which was designed for the teaching profession or a teacher preparation program was earned. If the applicant currently holds a Georgia certificate, a DE Form 0071 needs to be submitted for programs completed since that certificate was issued.

3. a. A complete legible transcript with approved seal and registrar's signature from each college attended. (The degree and the date that requirements were met must be included on transcripts from the institution(s) where a degree was earned.) If the applicant is currently holding a Georgia certificate, only transcripts from programs earned since the last Georgia certificate was issued must be submitted.

   b. If requirements were completed at a non-Georgia institution from which official transcripts will not be released directly to the applicant, please contact the Teacher Certification Services Office for DE Form 0190. This form states that a transcript will be sent directly to this office from the college and must be signed by the registrar. DE Form 0190 can be submitted in your complete package as a substitute for the transcript and we will hold your other materials until receipt of the transcript from the institution.

APPLICATION TO ADD MEDIA SPECIALIST TO AN EXISTING CERTIFICATE

To make application for certification after the completion of an evaluation by Teacher Certification Services, you must submit DE Form 0070-B (Long Form), a copy of the evaluation which you are completing and an official transcript for any outstanding course requirements.

APPLICATION FOR NAME CHANGE OR DUPLICATE CERTIFICATE

To request renewal, a name change, or duplicate copy of a valid certificate, the application DE Form 0070-A (Short Form) must be submitted.

Please remember that the local board of education approves the renewal credit of an existing certificate. Approval by your superintendent or the designated central office person will assure your renewal.

DUE TO LIMITED SPACE IN THE TWIN TOWERS BUILDING PLEASE MAKE AN APPOINTMENT BEFORE VISITING THE TEACHER CERTIFICATION OFFICE. TO MAKE AN APPOINTMENT YOU SHOULD CALL (404)656-2406 BETWEEN 1:00 AND 4:30.

Source: Teacher Certification Office, Georgia Department of Education.

MEDIA CERTIFICATION REQUIREMENTS

S-4 MEDIA SPECIALIST Designed to provide entry skills necessary to perform basic functions in operating a media program.

Requirements: 40 media content hours
Internship
Teaching certificate

Competencies:
1. Selection and utilization
2. Design and production
3. Technical processing
4. Role, administration and management of media services
5. Information sources
6. Internship in which competencies learned above are applied under supervision in a school media center

S-5 MEDIA SPECIALIST Designed to provide skills in all areas necessary to manage a unified program.

Requirements: 25 media content hours*

Competencies:
1. Advanced study of competencies required for S-4
2. Leadership, supervision and communication skills
3. Instructional design and development
4. Automation and data processing

*NOTE: A person who has not earned an S-4 needs 60 media content hours, an internship and a teaching certificate.

S-6 MEDIA SPECIALIST Designed to provide skills in all areas necessary to coordinate a total program.

Requirements: 25 media content hours and three years of acceptable experience in a school media center.

Competencies:
1. Advanced study of competencies required for S-4 and S-5
2. Supervision of media interns and personnel
3. Advanced administration of media services
4. Curriculum design
5. Group dynamics
6. Retrieval of information
7. Advanced production techniques
8. Development of instructional systems
9. Collection development
10. Design of media programs and facilities

S-7 MEDIA SPECIALIST Designed to meet individual needs.

L-5, L-6 or L-7 DIRECTOR OF MEDIA SERVICES
May be added to any graduate media certificate. Designed to provide skills in directing and supervising programs.

Requirements: 15 hours of administration and supervision, including a course specifically addressing media supervision, and three years acceptable school media experience.

PREPARATION OF MEDIA SPECIALISTS AND DIRECTORS OF MEDIA SERVICES

Approved August 1978

The essential function of the media specialist is to facilitate learning. To accomplish this task, media specialists work with teachers, administrators, parents, supervisors, public librarians, students, and community representatives and agencies. This interaction requires understanding of human growth and development, the dynamics of human relations, and an ability to work with others in the context of school living. It is essential that media specialists have an understanding of the patterns in which teachers work with youth in the different subject areas, foundations of learning (philosophy and psychology), and problems of curricular design. Increasingly important to the media specialist is the information explosion, especially as this affects the content of the school curriculum. Media specialists need a comprehensive awareness of new developments in all curriculum areas. Basic to these functions are competencies in planning, organizing and administering media services.

Programs may be developed for the preparation of the Media Specialist at all levels (S-4, S-5, S-6, S-7). The Director of Media Services endorsement may be added to any graduate certification in media (DMS-5, DMS-6, DMS-7). Preparatory programs should reflect awareness of current practice and the recommendations of appropriate agencies and professional organizations.

CRITERIA FOR GRADUATE PROGRAMS

FIFTH-YEAR PROGRAMS

1. Minimum requirements in media content. The fifth-year program must include a minimum of 25 quarter hours of graduate preparation in media. This 25 quarter hours will not include hours taken in internship. For those students who enter at the graduate level without the S-4 certification, the media content and internship must total 60 quarter hours. The programs at the fifth-year level must address all areas needed to function in a unified program. More specifically, the media content in this program must include more advanced study to provide competencies in selection and use; design and production; technical processing; the role, administration and management of media services; information sources and services; internship; leadership, supervision and communication skills; instructional design and development; automation and data processing.

2. Fifteen (15) quarter hours of graduate professional education work applicable to the following areas:

   5 quarter hours dealing with the nature of the learner and principles of learning

   5 quarter hours of educational foundations to include historical, philosophical and sociological foundations

   5 quarter hours dealing with the methodology of educational research

SIXTH-YEAR PROGRAMS

1. Minimum requirements in media content. The program must include a minimum of 45 quarter hours beyond the master's degree, including a minimum of 25 quarter hours in media. The combined fifth and sixth-year programs must include a minimum of 50 quarter hours of graduate preparation in media. Note that this 50 hours does not include the 5 quarter hour internship. The program should include competencies in supervision of media interns and personnel; administration of media services; curriculum design; group dynamics; retrieval of information; advanced production techniques; development of instructional systems; collection development; and design of media programs and facilities.

2. The sixth-year program must include an independent project in which the student applies knowledge gained in course work to the school media program.

3. Fifteen (15) quarter hours of graduate professional education courses applicable to the following areas:

   5 quarter hours dealing with the nature of the learner and principles of learning

   5 quarter hours dealing with the purposes of the school or educational foundations

   5 quarter hours of advanced educational research methods or application of research

4. Three years of acceptable experience in a school media center.

SEVENTH-YEAR PROGRAMS

1. Preparation at the seventh-year level may provide for specialization. The student must complete the doctorate in a planned program from an institution accredited at this level by the regional accrediting agency.

2. If an applicant is eligible for a sixth-year certificate, the D-7 certificate may be issued in the same field or area when all of the following requirements have been met:

   a. Completion of an approved doctoral program from a regionally accredited graduate institution. (It is the institution's responsibility to plan the doctoral program in terms of the student's field of service and individual needs.)

   b. The recommendation of the responsible official of the graduate institution verifying:

      that the applicant has completed successfully the institution's doctoral program in the field for which certification is requested.

      that the applicant has completed a program which requires a research-based project or projects and that the individual has demonstrated competence to identify significant educational problems and to apply appropriate research procedures to solve these problems.

3. Three years of acceptable school experience.

DIRECTOR OF MEDIA SERVICES (ENDORSEMENT)

The Director of Media Services endorsement certification may be added to any graduate media certificate when the following requirements have been met.

1. Eligibility for any graduate media specialist certificate. For those students who complete the undergraduate requirements before entering a graduate program, there may be up to 15 quarter hours of graduate electives which could be utilized to add the supplementary certification -- Director of Media Services.

2. Fifteen quarter hours of approved graduate credit in administration and supervision courses which shall include a course in the administration and supervision of media. None of these fifteen quarter hours may count as part of the media content in a graduate program, but may count as electives.

3. Three years of acceptable school media center experience.

Source: Criteria for Approving Teacher Education Programs in Georgia Institutions, Georgia Department of Education, 1983.

CONTENT OBJECTIVES FOR TCT IN MEDIA

MANAGEMENT AND ORGANIZATION

1. Components and characteristics of school media programs
2. Philosophy and purposes of school media programs
3. Role of the school community in planning media programs
4. Tools and techniques for planning and evaluation
5. Federal programs that influence school media programs
6. Georgia state law pertaining to school media programs
7. State Board of Education policies for media programs
8. Certification requirements for school media specialists
9. Professional standards for school and district media programs
10. Factors involved in planning and maintaining a media center
11. Procedures for the acquisition, storage, circulation, and maintenance of materials and equipment
12. Facilities for the storage, circulation, and maintenance of materials and equipment
13. Methods of classifying, cataloging and processing materials

PERSONNEL ADMINISTRATION

1. Professional reference sources and periodicals
2. Professional organizations
3. Roles and responsibilities of media personnel
4. Procedures for supervising, motivating, and evaluating
5. Techniques for group dynamics, leadership, and public relations
6. Methods of scheduling, record-keeping, budgeting, and reporting

INSTRUCTION/CURRICULUM

1. Characteristics of students' physical, mental, emotional, and social development as related to planning media facilities and activities
2. Testing techniques and methods used to determine student characteristics
3. Influences on school curriculum
4. Curriculum development and planning processes
5. Techniques for maintaining professional awareness

TEACHING STRATEGIES

1. Needs assessment techniques
2. Teaching techniques
3. Guidance techniques
4. Characteristics of catalog systems and indexes
5. Techniques for teaching use of information sources
6. Characteristics and care of print materials, nonprint materials, and audiovisual equipment
7. Georgia Department of Education services

STUDY, REFERENCE AND RESEARCH

1. Techniques used to teach media skills and use reference sources
2. Techniques used to teach study skills and map skills
3. Media production techniques
4. Procedures used in selecting, evaluating, and acquiring media/equipment
5. Professional terms
6. Procedures for handling challenged materials and gifts
7. Function and composition of school media committees

SELECTION OF MATERIALS

1. Factors which influence the selection of materials (goals, needs, budgets)
2. Selection criteria for materials and audiovisual equipment
3. Procedures for selecting, previewing, and evaluating materials/equipment
4. Reviewing sources
5. Available out-of-school resources

Source: Study Guide for Teacher Certification Test for Media Specialists, Georgia Teacher Certification and Testing Program, Georgia Department of Education, 1983.

Roles and Responsibilities

MEDIA COMMITTEES: AREA, SYSTEM AND SCHOOL

AREA MEDIA COMMITTEES

There are six Area Media Committees. Members are appointed by the State Superintendent of Schools to serve in an advisory capacity to the Georgia Department of Education. These groups are composed of representatives of the following positions: superintendent, principal, media coordinator, media specialist, system media contact person, curriculum director, GLRS representative, public library director and media educator. Length of appointment for these positions is three years on a staggered schedule to provide committee continuity. Representatives from each of the state professional media organizations serve one year appointments.

The primary objective of these advisory committees is to examine educational media needs and to plan with the Department of Education for resources and activities which could address those needs to improve instruction, regionally and statewide. Other objectives are to encourage and emphasize the need for regional leadership, to strengthen the interrelationship of educators' roles as instructional media programs continue to develop, and to facilitate cooperative efforts in making long-range, as well as more immediate plans. Activities directly attributable to Area Media Committee action are: Roles in Media Program Development: School and Community, Outstanding Media Components (a catalog of locally-identified components), Media Program Improvement Demonstration Project, and the 1/2" Video Cassette Reliability Testing Project.

SYSTEM MEDIA COMMITTEES

The Georgia Board of Education's IFA Policy requires that each school system have a process for identifying media committees at the system level. These committees should be composed of administrators, media specialists, teachers, students and community representatives. The media committee addresses system media concerns within the framework of existing policies and procedures, as well as develops the Instructional Media and Equipment Policy and general procedures for its implementation. Committee responsibilities also involve: (1) coordinating the overall system media program; (2) assessing systemwide instructional materials needs and available media resources; (3) recommending media program objectives and priorities; (4) evaluating current media services; (5) assisting in the implementation of the media program; (6) handling the process of reconsideration of materials; (7) fostering good public relations; and, (8) maintaining a mechanism for communication with building media committees.

SCHOOL MEDIA COMMITTEES

The Board policy also requires that a process be included for identifying media committees at each school to be composed of administrators, media specialists, teachers, students, and community representatives. The makeup and functioning of the committee reflects the needs of each school. The committees address building media concerns within the framework of the system's media policies giving building level detail to them. Building Media Committee responsibilities involve: (1) planning the school media program (which will vary from school to school, as each school seeks to satisfy its identified needs); (2) functioning as the first review for reconsideration of materials; (3) assessing the needed media resources as dictated by the instructional program; (4) recommending media program objectives and priorities; (5) evaluating current media services; (6) complying with established system policies; (7) developing and recommending individual school policy implementation procedures; (8) establishing and applying a decision-making process for selecting, acquiring and weeding media within system policies; (9) fostering good public relations; and, (10) maintaining communication between the school, community, and other agencies.

SYSTEMS INCLUDED IN EACH OF THE SIX AREA COMMITTEES

Area I (Districts 14 & 15)

Appling
Bryan
Bulloch
Camden
Candler
Chatham
Effingham
Evans
Glynn
Jeff Davis
Liberty
Long
McIntosh
Tattnall
Toombs
Vidalia City
Wayne

Area II (Districts 16, 17, & 18)

Atkinson
Bacon
Baker
Ben Hill
Berrien
Brantley
Brooks
Calhoun
Charlton
Clinch
Coffee
Colquitt
Cook
Decatur
Dougherty
Early
Echols
Fitzgerald City
Grady
Irwin
Lanier
Lee
Lowndes
Miller
Mitchell
Pelham City
Pierce
Seminole
Terrell
Thomas
Thomasville City
Tift
Turner
Valdosta City
Ware
Waycross City
Worth

Area III (Districts 6, 7, 11, & 12)

Americus City
Butts
Carroll
Carrollton City
Chattahoochee
Clay
Coweta
Crisp
Dooly
Fayette
Harris
Heard
Henry
Hogansville City
LaGrange City
Lamar
Macon
Marion
Meriwether
Muscogee
Newton
Pike
Quitman
Randolph
Schley
Spalding
Stewart
Sumter
Talbot
Taylor
Thomaston City
Troup
Upson
Webster
West Point City

Area IV (District 4)

Atlanta City
Buford City
Clayton
Cobb
Decatur City
DeKalb
Douglas
Fulton
Gwinnett
Marietta City
Rockdale

Area V (Districts 1, 2, 3, & 5)

Banks
Barrow
Bartow
Bremen City
Calhoun City
Cartersville City
Catoosa
Chattooga
Cherokee
Chickamauga City
Clarke
Commerce City
Dade
Dalton City
Dawson
Elbert
Fannin
Floyd
Forsyth
Franklin
Gainesville
Gilmer
Gordon
Greene
Habersham
Hall
Haralson
Hart
Jackson
Jefferson City
Lumpkin
Madison
Morgan
Murray
Oconee
Oglethorpe
Paulding
Pickens
Polk
Rabun
Rome City
Social Circle City
Stephens
Towns
Trion City
Union
Walker
Walton
White
Whitfield

Area VI (Districts 8, 9, 10, & 13)

Baldwin
Bibb
Bleckley
Burke
Columbia
Crawford
Dodge
Dublin City
Emanuel
Glascock
Hancock
Houston
Jasper
Jefferson
Jenkins
Johnson
Jones
Laurens
Lincoln
McDuffie
Monroe
Montgomery
Peach
Pulaski
Putnam
Richmond
Screven
Taliaferro
Telfair
Treutlen
Twiggs
Warren
Washington
Wheeler
Wilcox
Wilkes
Wilkinson

GEORGIA
AREA MEDIA COMMITTEES
V
IV
III
II
VI
I
BANKS
BARROW
BARTOW
BEN HILL
BERRIEN
BIBB
BRANTLEY
BROOKS
BULLOCH
BURKE
BUTTS
CALHOUN
CAMDEN
CANDLER
CARROLL
CATOOSA
CHARLTON
CHATHAM
CHATTAHOOCHEE
CHATTOOGA
CHEROKEE
CLARKE
CLAY
CLAYTON
CLINCH
COBB
COFFEE
COLQUITT
COLUMBIA
COOK
COWETA
CRAWFORD
CRISP
DADE
DAWSON
DECATUR
DEKALB
DODGE
DOOLY
DOUGHERTY
DOUGLAS
EARLY
ECHOLS
EFFINGHAM
ELBERT
EMANUEL
EVANS
FANNIN
FAYETTE
FLOYD
FORSYTH
FRANKLIN
FULTON
GILMER
GLASCOCK
GLYNN
GORDON
GRADY
GREENE
GWINNETT
HABERSHAM
HALL
HANCOCK
HARALSON
HARRIS
HART
HEARD
HENRY
HOUSTON
IRWIN
JACKSON
JASPER
JEFF DAVIS
JEFFERSON
JENKINS
JOHNSON
JONES
LAMAR
LANIER
LAURENS
LEE
LIBERTY
LINCOLN
LONG
LOWNDES
LUMPKIN
MACON
MADISON
MARION
MCDUFFIE
MCINTOSH
MERIWETHER
MILLER
MITCHELL
MONROE
MONTGOMERY
MORGAN
MURRAY
MUSCOGEE
NEWTON
OCONEE
OGLETHORPE
PAULDING
PEACH
PICKENS
PIERCE
PIKE
POLK
PULASKI
PUTNAM
QUITMAN
RABUN
RANDOLPH
RICHMOND
ROCKDALE
SCHLEY
SCREVEN
SEMINOLE
SPALDING
STEPHENS
STEWART
SUMTER
TALBOT
TALIAFERRO
TATTNALL
TAYLOR
TELFAIR
TERRELL
THOMAS
TIFT
TOOMBS
TOWNS
TREUTLEN
TROUP
TURNER
TWIGGS
UNION
UPSON
WALKER
WALTON
WARE
WARREN
WASHINGTON
WAYNE
WEBSTER
WHEELER
WHITE
WHITFIELD
WILCOX
WILKES
WILKINSON
WORTH

ROLES IN MEDIA PROGRAM DEVELOPMENT: SCHOOL AND COMMUNITY

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PREFACE

Educational roles are always interrelated and complementary. Effective media program development is dependent on these characteristics. Through cooperative efforts of educators, students, parents, and the community, the most effective and relevant media programs can be developed. In this effort, administrators who clearly state expectations for the media program can provide the leadership needed for innovative development. Curriculum and instructional personnel who explicitly define student outcomes can establish a basis for optimum use of media. Media personnel with professional expertise can organize for appropriate selection, effective utilization, efficient organization, and open access to resources and facilities. Members of the community can contribute to the planning process by helping to shape the program according to community characteristics and by interpreting the media program to others. The interrelationships necessary for successful program development are apparent through the descriptions in this publication. Each role has unique responsibilities and it requires contribution from all for adequate development.

In this revised edition, the following positions are included: superintendent, principal, system media contact person, media coordinator, media specialist, curriculum coordinator, instructional staff, system media committee, building media committee, media aide, media paraprofessional, and community. As you use this publication you will notice that some responsibilities are repeated in several roles, such as the statement, "interprets the media program to the community". That particular statement appears as a responsibility for the superintendent, principal, media coordinator, and media specialist. This is not intended to create an "everyone responsible--no one acting" situation, but rather to stress the interrelationship of roles.

These descriptions are not intended to be used as evaluative tools, but rather to prescribe appropriate activities. It is believed that this document will be useful to: (1) individuals wanting to examine their particular role in the development of a media program which is integrated with the instructional program, (2) administrators seeking to hire competent employees, (3) educators trying to identify staff development needs, (4) local board members wanting to understand the complexities of media program development, (5) media specialists defining job expectations, (6) media committee members seeking orientation to their new role, and (7) college faculties adapting training programs to meet today's needs.

Roles in Media Program Development: School and Community represents the collective ideas of past and present Area Media Committee members. The committee members who served during the 1980-81 and 1981-82 school years were the first to see such a document as essential in extending media program development. Subsequent committees have reacted to drafts as revisions of the document have been prepared.

DEFINITIONS

Media

The print and audiovisual materials and equipment used in support of the instructional process. Instructional media incorporates hardbound books, softbound books, magazines, newspapers; duplicating equipment and materials; laboratory equipment and materials; audiovisual equipment and materials (audio and video recordings, transparencies, filmstrips, and films); microcomputer hardware and software; instructional television; comprehensive learning systems (may include a variety of equipment and materials); self-instructional materials; teacher-made materials, and any other materials and equipment that can be utilized in the delivery of instruction.

Paraprofessional

As defined in the Quality Basic Education Act (1985), "paraprofessional means a person who may have less than professional-level certification who relates in role and in function to a professional and who does a portion of the professional's job or tasks under the supervision of a professional and who has some decision-making authority, limited and regulated by his relationship with the professional".

Community

Parents and other individuals, business and industry, organizations and agencies impacting and impacted by the educational program.

THE ROLE OF THE SUPERINTENDENT

The superintendent's leadership is the primary force in establishing effective and efficient media programs. In this role the superintendent

- establishes expectations for the media program and media personnel;
- assigns responsibility for the development/revision of the local instructional media and equipment (IM&E) policy and procedures;
- presents the IM&E policy/procedures to the local board for approval;
- interprets state media policies;
- interprets and implements standards related to media;
- budgets adequately for school media services and operation of media centers;
- facilitates recruitment and employment of qualified, certified media personnel and licensed paraprofessionals;
- provides for media facilities improvement;
- encourages principals to promote instructionally-related media services;
- provides guidelines to principals for media program and personnel evaluation;
- appoints the systemwide media committee;
- serves or designates a representative to serve on the systemwide media committee;
- appoints a System Media Contact Person;
- appoints media professionals to curriculum and textbook selection committees;
- interprets the goals and activities of the systemwide media program to the community;
- encourages implementation of new technological developments within the educational process;
- facilitates staff development opportunities for all local educators to improve their knowledge and skill in utilizing technological developments;
- acts for the local board, as requested, in matters dealing with compliance with the federal copyright law.

THE ROLE OF THE SYSTEM MEDIA CONTACT PERSON

The system media contact person (SMCP) is designated by each local superintendent on an annual basis to serve as liaison between the local education agency and the Georgia Department of Education. In systems where a media coordinator is employed, that person usually assumes these responsibilities. In many Georgia school systems SMCPs fill another role in the system such as curriculum director or school media specialist. The system media contact person

- assists with the organization of media committees at the building level;
- distributes other media-related information or materials to all schools and/or appropriate personnel in the system;
- chairs the systemwide media committee;
- distributes the Division of Instructional Media Services' monthly newsletter (Media Memo) to school media specialists;
- assists media committees in developing or revising local instructional media and equipment policy, defining media goals and developing comprehensive media plans;
- directs the completion of the biennial Instructional Resources Survey and compiles and submits the systemwide report;
- coordinates the annual order for instructional television schedule books and teacher manuals;
- coordinates use of and requests for duplication of state-provided video and audio resources;
- assists local personnel in planning for participation in video teleconferences;
- maintains awareness of copyright provisions and furnishes related information to system personnel;
- attends the annual statewide conference for system media contact persons;
- serves as or cooperates with the system's technology contact person in implementation of instructional technological innovations or improvements;
- encourages utilization of technology in media center management;
- coordinates system participation in previewing, screening and evaluating of instructional materials.

THE ROLE OF THE MEDIA COORDINATOR

The media coordinator is usually a systemwide administrator who is concerned with all aspects of the media program and media services in every school. Successful coordinators must be knowledgeable professionals, good communicators, careful planners, and skillful motivators. In this role, the media coordinator

- coordinates the development of the instructional materials and equipment policy and implementation procedures;
- assumes responsibility for the implementation of media standards;
- develops and administers systemwide media services;
- develops and administers the budget for media programs;
- seeks adequate funding for systemwide media services;
- coordinates immediate and long range planning for media services;
- serves on or chairs the systemwide media committee;
- plans and provides staff development activities for media personnel;
- assists principals in selecting qualified media personnel and in establishing personnel assessment criteria;
- consults with school media personnel;
- serves as media liaison between the system and the Georgia Department of Education;
- consults with administrative, instructional and media personnel in media program development, facilities design and personnel training;
- evaluates systemwide media programs and assists with the evaluation of building media programs;
- coordinates the selection of media based on the needs of the instructional program;
- selects and secures materials appropriate for system-level collections;
- motivates media personnel to incorporate innovations and implement new technologies;

- coordinates distribution of media-related information or materials from various sources to all schools and appropriate personnel in the system;

- insures accessibility to copyright information for all system personnel;

- provides assistance to building media committees;

- interprets the media program to the community and system personnel;

- maintains current awareness of media-related research and technological developments;

- encourages networking within the local system or with other systems;

- encourages cooperative activities with other information and educational agencies;

- provides statistical information about the media program;

- participates in professional media and educational organizations;

- communicates purchasing options for software and hardware to system personnel;

- encourages and assists with incorporating computer technology in management of building and system media programs;

- provides assistance in integrating media skills instruction into classroom activities;

- guides media specialists in requesting, training, supervising, and evaluating paraprofessionals or aides;

- assists in planning for renovation or new construction of media facilities, assuring compliance with state guidelines.

THE ROLE OF THE CURRICULUM COORDINATOR

(Curriculum Director, Director of Instruction, etc.)

Since a primary purpose of the media program is to support and enrich the instructional program, the curriculum director can insure maximum benefit is gained from media services. Structuring processes that result in cooperative curriculum development and revision, correlation of media resources with curriculum objectives and encouragement of teachers in planning with media specialists for classroom instruction are all critical to effective instructional/media interface. In fulfilling this role, the curriculum director

- promotes effective use of media and technology in curriculum implementation at the system and building levels;
- organizes process to correlate the system's curriculum objectives with available media;
- assists the system media committee and the building-level media committees in identifying resources for specific content areas;
- encourages media-related staff development opportunities for instructional staff;
- provides input to the selection of media based on the needs of the instructional program and the individual users;
- encourages the use of technology in meeting curricular needs and providing individualized instruction;
- serves on the systemwide media committee;
- consults with other personnel in media program development, resource utilization and facilities design;
- assists in the evaluation and utilization of instructional media in relation to the systemwide curriculum;
- encourages use of relevant media resources coordinated with instructional objectives and teaching strategies;
- promotes the integration of media skills instruction with classroom instruction;
- interprets the relationship of media and the curriculum to the community;
- encourages cooperation between media specialists and classroom teachers.

THE ROLE OF THE SYSTEM MEDIA COMMITTEE

The Georgia Board of Education requires "...a process for identifying media committees, at the system and school levels, composed of administrators, media specialists, teachers, students and community representatives...". This committee, appointed by the local superintendent, bases its actions on the system's established curriculum and educational goals and objectives. It functions in an advisory capacity to the superintendent and through that position to the local board of education, as well as to the building-level committees. In its role, this committee

- recommends local media policies and implementation procedures based on state policies and standards;
- evaluates media policies and procedures periodically and recommends revisions as needed;
- analyzes instructional goals and establishes related media program objectives and priorities;
- analyzes applicable state and regional standards to determine program guidelines;
- assesses systemwide media program needs, availability of resources and adequacy of personnel;
- reviews priorities for media budget proposal and recommends budget allocations;
- suggests immediate and long range media program development activities;
- establishes procedures relating to the selection and evaluation of media;
- considers objections to materials or media center procedures;
- plans for new technology to be incorporated into the media and instructional programs;
- recommends procedures to increase copyright compliance;
- responds through established procedures to formal complaints regarding challenged materials;
- cooperates in identifying media and technology-related staff development needs and seeks opportunities to address those needs;
- encourages cooperative planning between administrative, instructional and media personnel;
- establishes procedures to insure accessibility to all types of traditional and newer media;
- establishes and maintains cooperation with other local agencies;
- communicates media-related information to schools and the community;
- evaluates systemwide media services and recommends modification as appropriate.

THE ROLE OF THE PRINCIPAL

The principal, as the instructional leader of the school, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. In this role, the principal

- assures implementation of state and system policies and procedures;
- reviews building-level media policies and procedures;
- encourages teachers to incorporate media services into the instructional program;
- interprets the building media program to the superintendent, parents and the lay community;
- recommends qualified, service-oriented media personnel for employment;
- provides opportunities to personnel to continue professional growth;
- allocates adequate funds for instructional resources and equipment;
- confers with the media coordinator in evaluating the media program;
- establishes a working relationship with the media coordinator where applicable;
- appoints the building media committee;
- meets regularly with the building media committee;
- encourages open scheduling for the media center in order to provide student access at time of need;
- provides time for, and encourages, teacher/media specialist planning;
- supports use of and provides paraprofessionals to assume routine, essential media services when available;
- encourages professional staff to be involved in the selection of new media and technology;
- supports and encourages innovative strategies and the incorporation of new technology into teaching and learning activities;
- evaluates media personnel by clearly established and relevant criteria;
- promotes cooperation with other informational agencies such as public libraries, GLRS Centers, etc.;
- assists in planning media facilities development and/or adaptations;
- maintains awareness of media program goals, needs, and outcomes through regular conferences with media personnel.

THE ROLE OF THE SCHOOL MEDIA SPECIALIST

The media specialist participates as a member of the instructional team, planning with the administrator and teachers to identify, select and provide the best resources to meet learner needs. The media specialist must insure a unified media program which is effectively managed, instructionally-related and accessible to all. In this role, the media specialist

- coordinates the building media committee;

- implements media policies and standards by:

  recommending building media policies and implementation procedures in line with system policies and procedures;

  planning the school media program with guidance from the building media committee;

- participates in curriculum development and implementation by:

  serving on curriculum and textbook committees;

  assisting teachers in designing and developing instructional materials;

  recommending media and technology based on the needs of the instructional program and the individual users;

  planning with the instructional staff to integrate media skills instruction with classroom content;

  producing locally designed materials for, and with, students and instructional staff;

- manages and insures accessibility to media resources, equipment, and facilities by:

  selecting media based on the unique needs of the instructional program and the individual users;

  coordinating the acquisition, processing, organization, circulation, maintenance and inventory of resources;

  incorporating technology into media management functions in order to minimize time required for routine activities and insure maximum access to resources;

  evaluating media services with administrative and instructional staff and modifying as appropriate;

  informing users of media center services and resources;

- creates and fosters a climate that motivates effective utilization of media facilities, resources, and services;

- maintains awareness of new developments in technology and provides relevant information to teachers and administrators by:

  planning and providing media and technology-related staff development activities for teachers;

  implementing and evaluating the utilization of instructional innovations and related educational technology;

  assisting students and teachers in using new technologies;

- seeks opportunities to increase professional skills through:

  reading, study, and staff development activities;

  participating in professional media and educational organizations;

- communicates and coordinates media program and services by:

  informing the principal, on a regular basis, about media program objectives, needs and outcomes;

  assisting the media coordinator or system media contact person in planning systemwide program development;

  conferring with the media coordinator or system media contact person in planning the building media program;

  developing media budget proposals based on recommendations of the building media committee;

  interpreting the media program to students, faculty, administration and the community;

  cooperating with other information and education agencies;

  providing access to resources available through other local agencies or individuals by maintaining a community resource file;

- assists in selection of media center paraprofessionals or aides;

- adheres to federal copyright law/guidelines and system policy by:

  planning procedures with media committee and informing school community;

  providing non-state supplied instructional materials in accord with the federal copyright law/guidelines and the system policy;

  erasing state-provided video programs as directed by Division of Instructional Media Services; erasing other programs in accord with copyright guidelines for off-air recording;

  coordinating copyright clearance, when requested and available, with the person designated in the systems' instructional media and equipment policy.

THE ROLE OF THE INSTRUCTIONAL STAFF

The instructional staff is responsible for planning learning activities and evaluating student progress. Since media is an integral part of any learning activity, it is important for teaching staff to stay abreast of available resources and effective utilization techniques. The instructional staff

- correlates media with established learning and test objectives;
- integrates media into every content area;
- promotes continuous, purposeful use of media resources and services by classes, individuals and small groups;
- demonstrates an active interest in recommending materials, particularly those related to subject expertise;
- demonstrates creative use of a variety of media and technology in classroom instruction;
- plans activities to develop intelligent users of information sources and critical readers, viewers and listeners;
- varies teaching strategies and materials to accommodate different ability levels and learning styles;
- identifies the need for student instruction in media research/reference skills and integrates these skills into assignments within specific content areas;
- serves on the building media committee when appointed;
- plans with the media specialist in developing class activities and designing, producing instructional materials;
- demonstrates effective operation and utilization of instructional equipment;
- seeks opportunities for professional growth in the use of instructional media;
- identifies the need for student instruction in media production, information retrieval, and technology utilization skills and incorporates them into content instruction;
- cooperates with the media specialist to maintain desired student behavior in the media center;
- encourages students to expand inquiry techniques and to seek alternative methods of obtaining and reporting information.

THE ROLE OF THE BUILDING MEDIA COMMITTEE

The building media committee addresses media concerns at the school level and provides input to the system media committee. Members of this committee should include an administrator, a media specialist, and representatives for teachers, students, and the community. Since the role and structure of each committee is defined by learner needs and the school's instructional program, committee composition may differ from school to school, even within the same system. The building committee

- develops procedures for implementing the system's instructional media and equipment policy;
- analyzes instructional goals at the system and building levels;
- establishes media program objectives and priorities based on instructional goals;
- develops immediate and long range plans for the media program;
- recommends priorities for media budget proposal;
- participates in evaluating and modifying media services;
- assesses available media resources as related to instructional needs;
- recommends media policy revisions;
- establishes procedures for the participation of the total school community in media selection;
- recommends procedures that insure accessibility to media services for all;
- encourages cooperative planning among administrative, instructional and media personnel;
- responds to formal challenges regarding materials used in the school through an established procedure;
- recommends procedures to increase copyright compliance;
- assists in identifying, and planning media or technology-related staff development activities;
- provides information to the school and community about available resources and services;
- recommends procedures for establishing and maintaining cooperation with other agencies, i.e., public library;
- recommends applications of technology for inclusion in the media and instructional programs.

THE ROLE OF THE MEDIA PARAPROFESSIONAL

In the media program, paraprofessionals assume responsibilities designated by the media specialists which assure smooth media center operation and services while enabling the media specialist to devote more time to professional services activities such as planning with teachers for maximum utilization of resources in instruction or incorporating information skill instruction into course content. In this role, the media paraprofessional

- assumes responsibility for operation of the media center and supervision of students in the approved absence of the media specialist;
- operates and maintains media-related equipment;
- assists in training volunteers;
- assists in producing, mounting and laminating materials;
- assists students and staff in utilizing and operating equipment;
- supervises small groups of students in retrieving materials, finding information or other activities;
- repairs print and nonprint materials;
- processes materials according to established procedures;
- explains location and arrangement of resources to students and staff;
- assists students and staff in use of the catalog to the center's resources;
- prepares reports as directed;
- prepares and assembles materials for classroom use;
- assists in borrowing materials from other collections;
- prepares displays and bibliographies from preselected items.

THE ROLE OF THE MEDIA AIDE

As defined in the Quality Basic Education Act (1985), "aide means a person who may have less than professional training and who takes no independent actions and has no decision-making authority but performs routine tasks assigned by higher certificated personnel". In the media program, aides perform routine tasks which are essential in operation and maintenance of media centers, as directed by the media specialist. In this role, the media aide

- types and processes correspondence, reports, orders, circulation and catalog cards;
- operates the circulation system and compiles circulation records;
- files catalog cards, vertical file material, and order cards;
- assists in inventorying materials and equipment;
- assists in all phases of materials processing;
- reshelves and maintains correct order of returned materials;
- prepares current periodicals for shelving and maintains collection of back-dated issues;
- assists in maintaining an orderly, neat, and attractive atmosphere in the media center;
- assists students in locating references and operating instructional equipment;
- assists in preparing and maintaining media center displays;
- operates microcomputers and other business or production equipment as needed in media center administration.

THE ROLE OF THE COMMUNITY

The community is defined as a composition of individuals, cultural and informational agencies, organizations, business, and industry. Since the community is the environment in which the student interacts, it has a unique role in the educational process. Community use of school resources and school use of community resources are beneficial to both the community and school. Involving community members in planned and coordinated volunteer activities contributes to achievement of instructional objectives and educational enrichment. In its role, the community

- stimulates awareness of available media resources and services through existing informational channels;
- provides assistance in planning for the use of media in development of student skills necessary for employment in the community;
- provides constituents for appointment to media planning committees;
- influences media-related legislation and funding;
- promotes positive attitudes toward the utilization of a variety of resources in the educational process;
- provides information and services, i.e., resource speakers, field trip sites;
- encourages cooperative activities among community agencies;
- provides pertinent information on new technological developments that can enhance the teaching/learning process and management techniques in the school system.

Source: Roles in Media Program Development: School and Community, rev. ed., Division of Instructional Media Services, Office of Instructional Services, Department of Education, 1985.

Standards and Policies

STANDARDS FOR SCHOOL MEDIA

In Georgia, the three groups responsible for the development and application of media standards are the Georgia Board of Education (GBOE), Georgia Accrediting Commission (GAC) and Southern Association of Colleges and Schools (SACS). State Board standards are required of all schools, but schools elect to apply GAC and/or SACS standards.

For this handbook, media-related standards have been excerpted and edited from standards documents that are published by the three accrediting agencies. This has been done to promote ease-of-use. The numbers by the standards are the numbers which appear in the original documents.

The original documents also contain standards which relate to the total school program and which often relate to the media program. It is valuable for media specialists to be knowledgeable about these other standards but space restrictions have prevented including them here. To review them, ask the school principal to obtain a copy of the complete standards document.

Standards for Georgia Public Schools is issued annually by the State Board of Education. These standards are developed in compliance with state law which requires that the Board establish standards for public schools. They are applied annually between October 1 and December 31 by members of the professional staff of the Department. Media specialists who wish to suggest new media standards or revisions for existing standards may secure a form for that process from the Division of Instructional Media Services or the Public School Standards Administrator. See the Pertinent Addresses section in this Handbook for an address.

System Level Standards

36. The local board of education, under the leadership of the superintendent, has developed, adopted and maintains for the school system codified policies, including rules and regulations, which are contained in a written or printed handbook.

    Interpretation: The policies include statements related to the following...selection, procurement and use of instructional materials and equipment, as well as copyright compliance and media committee establishment.

39. The school system has a policy which specifies the procedures for the annual evaluation of all certified teaching and school service personnel.

    Interpretation: All professionally certified teaching and service personnel in the system must be evaluated annually for performance appraisal and professional development purposes. The policy must specify the procedure for informing personnel on what basis the evaluation will be made, who the evaluator(s) will be and how they will be trained to conduct the evaluation instruments(s), and a means of evaluating the results. This annual evaluation process has been completed prior to the issuance of contracts for the ensuing school year.

41. The school system has a staff development plan which provides opportunities for all certified teachers, administrators (except elected superintendents), supervisors and student services support personnel to improve in those competency areas identified as needs during the evaluation process.

    Interpretation: Local school systems are not required by Georgia Board of Education policy to submit local staff development plans to the Georgia Department of Education for approval unless they are requesting state staff development funds. For standards purposes, a staff development plan is a written plan that has received local board of education approval and does not necessarily involve state staff development funds. All personnel need not be involved each year.

42. The system has developed and implemented a records retention program and is following that program.

    Interpretation: The Georgia Records Act of 1972, as amended, sets the policy and procedure to implement a Records Management Program. Section II of the act extends this authority to local school systems for the purpose of establishing and implementing records retention schedules which prescribe where and in what form a record must be kept and when a record may be destroyed. Such retention schedules, when approved by the State Records Committee, have the same force and effect as law and relieve a public official from any liability.

44. The system maintains an annual inventory of all equipment having an estimated useful life of more than one year having a unit cost of $300 or more.

51. The system has a systematic method of assessing and revising all curriculum guides.

Interpretation: The plan and procedures for assessing and revising the written description of the instructional program (curriculum guides) should indicate how often this assessment will be conducted.

School Level Standards

103. Each principal maintains adequate records of all funds collected and makes a complete financial report to the superintendent quarterly, accounting for all receipts and expenditures and giving a complete annual inventory of school- and system-owned property.

Interpretation: Georgia Law 20-2-962 requires each principal to make quarterly reports to the local board of education accounting for all receipts and expenditures of school funds during the preceding quarter. A complete property inventory listing for the preceding fiscal year must also be on file in the superintendent's office.

158. A systemwide handbook setting forth pertinent system philosophy, purposes and policies is available in the media center and in the principal's office to each professional staff member and/or any other interested party.

160. The school has a media center which is accessible to individual students and groups throughout each day of the school year.

Interpretation: N/A for kindergarten centers. Elementary schools with fewer than 400 students may answer yes to this standard if the media center is open throughout the school day even though a media specialist is employed for only one-half time.

161. The school has a full-time, certified media specialist.

Interpretation: N/A for kindergarten centers. Elementary schools with fewer than 400 students may answer yes if they have a certified media specialist on at least a one-half time basis.

162. All school owned print and nonprint media and equipment, except basic textbooks, are organized and made available for use through the media center to individuals and to classrooms.

Interpretation: N/A for kindergarten centers. All books (except textbooks) and nonprint media must be organized and made available for use through the media center. The equipment referred to in the standard is instructional equipment necessary in order to use related instructional materials of all types, including computers and related accessories. Exceptions to the standard include either items purchased with categorical funds (i.e. Chapter I and Special Education...) which are designated for use only by students for whom the funds were appropriated, and those materials and pieces of equipment useful only in one specific instructional content area (i.e. sewing machines, typewriters, carpentry tools, etc.).

163. All teachers using instructional television use the appropriate schedules and manuals accompanying the televised course of study. Such manuals are available to each individual teacher or in the media center.

170. All instructional programs are housed in locations in which they are neither disrupted by nor disruptive to other instructional areas.

171. All instructional service and support areas met applicable standards at the time of construction of the school.

Interpretation: N/A if buildings or classrooms were constructed after 1952 but before July 1, 1981. Buildings occupied and/or used by students which were constructed after 1952 but before July 1, 1981, without Georgia Department of Education approved plans may be in compliance with this standard provided (1) there is an appropriate occupancy permit from the state fire marshall's office for such building; (2) any future renovations or modification to such buildings and/or classrooms result in the entire structure being brought into compliance with the standard; and (3) plans and specifications for the existing facility are on file with the State Superintendent of Schools.

174. Students with special physical needs have access to an outside entrance, the school cafeteria, media center, office and restroom facilities and all school programs.

180. There is a planned program of maintenance for the school to ensure that instructional equipment operates properly.

Source: Standards for Georgia Public Schools, 1985.

GEORGIA ACCREDITING COMMISSION

The Georgia Accrediting Commission is an independent association of educators. Membership is open to qualifying public and nonpublic schools, kindergarten through high school. A board of directors composed of both public and nonpublic educators is elected by a vote of the member schools. The Board prescribes procedures, policies, classification, fees and standards for accreditation.

Standards for Kindergarten

I-6. A kindergarten must have a constantly growing collection of materials suitable for use in a sound instructional program.

V-1. At least $5.00 per student must be spent for books and instructional materials.

Standard for Elementary School and Junior High/Middle School

I-10. An elementary school (junior high/middle school) media center must have a constantly growing collection with a minimum of 10 books per student and other materials suitable for use in a sound instructional program. The organization of the media center collection and the school schedule must facilitate maximum use by pupils during all school hours. Affiliation with a public or traveling library service is considered a highly valuable adjunct to the school library, but is not acceptable toward satisfying this standard.

Standard for Senior High Schools

I-12. A high school media center must have a consistently growing collection with a minimum of 10 books per student and other materials suitable for use in a sound instructional program. The organization of the media center collection and the school schedule must facilitate maximum use by pupils during all school hours. Affiliation with a public or traveling library service is considered a highly valuable adjunct to the school library, but is not acceptable toward satisfying this standard.

Media Specialist Qualifications/Assignments*

The qualification and assignments of the media specialist will conform to the following provisions:

Enrollment	Qualifications	Time in Media Center
	A minimum of:	A minimum of:
Up to 250	20 quarter hours	One-half day
251-375	20 quarter hours	Full time
376-750	25 quarter hours	Full time with half-time clerk
751-1,000	Media Specialist (C.L.M.S. or M.S. Certificate)	Full time with full-time clerk
1,000 and above	Media Specialist (C.L.M.S. or M.S. Certificate)	Full time with full-time clerk and one associate media specialist

An elementary school that is a division of a combination school will have media service allocated on the basis of the total enrollment of the combination school and according to the high school standard.

*(As required by Standard II-4 for elementary schools, Standard III-4 for junior high/middle schools, and Standard III-6 for senior high schools.)

Standards for Elementary/Middle School

IV-17. Book storage and storage rooms are clear of litter.

IV-20. Shelving in media center is adequate for materials and equipment.

V-4. At least $5.00 per student enrolled must be spent for library books and other library media, exclusive of equipment, within the school year.

Standards for High School

V-17. Book storage and storage rooms are clear of litter.

IV-20. Shelving in media center is adequate for materials and equipment.

VI-4. At least $5.00 per student enrolled must be spent for library books and other library media, exclusive of equipment, within the school year.

Source: Georgia Accrediting Commission, Inc., Official Bulletin: 1985-86 and 1986-87, volume 29. September, 1985.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Southern Association of Colleges and Schools is one of six regional accrediting associations which covers all 50 states. Membership is composed of schools which have voluntarily joined together to foster better education. The Association functions through state committees which are responsible for reviewing applications of schools and for making recommendations on accreditation concerning these institutions.

Standards for Secondary Schools

3.3.3 The school's daily schedule shall be flexible to provide time as needed to accommodate extracurricular activities, research and experimentation, use of instructional materials center and community resources, and independent study.

4.6.0 Librarian or Media Specialist

4.6.1 Each school shall have the services of a librarian or media specialist who has a degree in library science or is certified as a librarian or media specialist by the appropriate state agency.

4.6.2 Additional professional staff in the library or instructional media center shall have at least a bachelor's degree and training in the areas in which they work.

4.6.3 All professional staff in the library or instructional media center shall have completed at least 12 semester hours of credit in professional education either as part of the bachelor's degree or in addition thereto.

4.6.4 A library or media center professional staff member shall have two years to complete the 12 semester hours of professional education.

4.6.5 Library or media staff members shall earn at least six semester hours of credit, or the equivalency as approved by the State Committee, during each five-year period of employment. The six semester hours of credit or the equivalency shall be designed to increase the competency of the staff in the areas in which they teach or work.

4.6.6 Staff who have training and experience that might be considered to be equivalent to the hours in professional education may request, through the administrative head of the school, the State Committee to accept such training and experience in lieu of no more than six semester hours. Such a request must be submitted to the Chairman of the State Committee and be accompanied by justification for the request.

4.6.7 A school that employs at least two professionally qualified librarians and/or media specialists may, in lieu of any required additional librarians or media specialists, employ two trained paraprofessionals for each additionally required librarian or media specialist.

4.8.0 Support Personnel

4.8.1 Secretarial and clerical personnel shall be assigned by the administrative head of the school to duties in such areas as the office complex, the guidance area, departmental units, and instructional media services.

4.10.0 Minimum Personnel Requirements

4.10.0 Each member school shall be provided the services of qualified school professional or auxiliary personnel in the equivalents shown in Figure 1.

FIGURE 1.
Minimum Personnel Requirements
(Reference 4.10.1)

Membership	Principal, Headmaster, President	Administrative or Supervisory Assistants	Guidance Professionals	Librarians or Media Specialists	Secretaries or Clerks	Custodians
1 - 299	1	-	1/2	1/2	1	In addition to one full-time custodian, custodial and maintenance personnel shall be provided in such numbers that the school facilities are adequately cleaned and maintained and all state and local regulations and laws are met.
300 - 499	1	1/2	1/2	1	1 1/2	
500 - 649	1	1/2	1	1	2	
650 - 749	1	1	1	1	2 1/2	
750 - 999	1	1	2	1	3 1/2	
1,000 - 1,249	1	1 1/2	2 1/2	2	4	
1,250 - Up	1	One staff person shall be added for each additional 250 students over 1,249. This person may be assigned to any of these three areas as best meets the needs of the school. Persons employed by the school system in these categories and rendering services required by these standards may be included in meeting the personnel requirements on a pro-rata basis.			One clerical person shall be added for each additional 400 students over 1,249.	

5.3.0 Library/Materials Services

5.3.1 Each school shall provide a program of instructional materials services operated from a library and/or an instructional materials center.

5.3.2 The library or materials center shall serve as a resource center for the entire educational program.

5.3.3 The services and materials provided shall be adequate in quantity, quality, and type to assure the breadth and depth in learning necessary for the development of academic skills, vocational competencies, and personal growth. The requirements for instruction in all courses shall be considered in maintaining the collections. (See 7.3.4 of Finance and Business Operations for required expenditures.)

5.4.0 Materials Collection

5.4.1 The materials collection shall include usable print books as indicated in Figure 2.

FIGURE 2
Minimum Book Collection
(Reference 5.4.1)

Membership	Collection
Up to 100	1,000 volumes
101-800	10 volumes per student
801-1,000	8,000 volumes + 6 volumes per student in excess of 800 students
1,001-1,500	9,200 volumes + 5 volumes per student in excess of 1,000 students
1,501-2,000	11,700 volumes + 4 volumes per student in excess of 1,500 students
2,001 and above	13,700 volumes + 3 volumes per student in excess of 2,000 students

5.4.2 Teacher and student recommendations shall be solicited and considered in purchasing library books and other materials.

5.4.3 A new school shall have a least two books per student upon opening and shall add at least two books per student per year until the basic book collection is reached.

5.5.0 Periodicals

5.5.1 The materials collection shall also include periodicals appropriate for and related to the interests of the students. The subscription list shall include no fewer than 10 titles or one for each 25 students in membership, whichever is greater. If justified by use, additional copies of a title may be included in this formula after the subscription list exceeds 30 titles.

5.5.2 The distribution of periodicals shall represent all areas included in the instructional program. One or more daily metropolitan newspapers and one or more local newspapers shall be included.

5.6.0 Nonprint Materials

5.6.1 Nonprint materials shall be provided in the library/materials collection as indicated by the needs of the instructional program and in accordance with expenditures in 7.3.4

5.6.2 All materials shall be cataloged using a standard system.

5.7.0 Circulation

5.7.1 Circulation records shall be kept for the purposes of evaluating student use of the library.

5.7.2 Any school having a circulation of less than 25 percent of its membership as of the date of the annual accreditation report shall provide reasons for low circulation in writing with the annual report to the State Committee.

5.7.3 Each student shall have regular and frequent access to the library on either an individual or a class group basis. In no case shall such access occur on fewer than two days per week.

6.0.0 Plant Operations and Facilities

Basic Premise: The school plant and site provide the physical environment within which the total educational program is implemented and should be designed, operated and maintained to achieve the school's purpose and objectives, and to safeguard the financial investment.

6.2.0 The School Buildings

6.2.8 The plant shall include, where applicable, spaces for laboratory study, vocational programs, audio-visual presentations, fine arts programs, applied arts programs, multiple use, exceptional education, small-group instruction, large-group instruction, instructional materials storage, and instructional equipment storage.

6.2.9 Appropriate space shall be provided for the library/instructional materials service center.

6.2.10 Space shall be provided for the shelving of materials.

6.2.11 Space and proper installation shall be provided for the use of all instructional equipment intended for use in the library and/or center.

6.2.12 Storage space with appropriate surfaces shall be provided for all portable instructional equipment.

6.2.13 Seating and work space for students and teachers using the library or center shall be provided using standard library furnishings as appropriate for the instructional program and size of the school.

6.3.0 Equipment and Furniture

6.3.1 Proper equipment shall be provided to support the instructional program.

6.3.2 Proper furniture shall be provided to support the instructional program.

6.3.3 Appropriate equipment and furniture shall be provided clerical and administrative personnel in order to support the instructional program efficiently.

6.3.4 An annual or continuing inventory of equipment and furnishings shall include an evaluation of the condition and value of each item.

6.3.5 A systematic program for the replacement of obsolete or inoperative equipment and furniture shall be maintained.

7.0.0 Finance and Business Operations

Basic Premise: The school's achievement of purpose is directly related to its financial support and the efficient use of its resources.

7.1.0 Budget

7.1.2 A balanced program of expenditures for instructional materials and supplies shall be planned so that annual expenditures facilitate the maintenance of quality in each area of the school's program.

7.1.3 The faculty, staff, student body, and community should be represented in the budgetary process.

7.2.0 Financial Records

7.2.1 Efficient procedures for requisitioning materials, supplies, and equipment shall be developed and implemented.

7.3.0 Allocation of Resources

7.3.4 After the basic book and nonprint materials collections are established, each library or instructional materials center shall be provided with funds on an annual basis as indicated in Figure 3 for the purchase of library books, periodicals, library supplies, and nonprint materials.

FIGURE 3
Library/Media Center Expenditure Requirements
(Reference 7.3.4)

Membership	Expenditure Requirements*
Up to 100	$500
101-800	$500 + $4.00 per student in excess of 100
801-1,000	$3,300 + $4.00 per student in excess of 800
1,001-1,500	$4,100 + $3.50 per student in excess of 1,000
1,501-2,000	$5,850 + $3.50 per student in excess of 1,500
2,001 and above	$7,600 + $2.00 per student in excess of 2,000

*These requirements may be met by averaging expenditures over the 3 most recent consecutive years provided the school does not get in debt to the standard. In school systems that provide a centralized service for processing media materials, a school may include a pro rata share of the value of that service in meeting the expenditure requirement.

Standards for Unit Schools

1.4.0 Each school shall have written policies for the use of school resources by the community and for use of community resources by the school.

1.5.0 Resources within the immediate community and from outside the community, so far as they can be made available for instruction, shall be used in accomplishing the school's purposes.

4.3.0 The daily schedule shall be flexible so that varying time periods may be provided as the need arises. The daily schedule shall possess such flexibility as is required to provide for various types of program activities including extracurricular activities and opportunities for research, use of the instructional materials center, and individual study. The schedule shall provide time for staff planning and evaluating the school's program and time for staff in-service growth activities.

7.0.0 Learning Media Services, Basic Premise: Resources of the learning media center provide basic support and enrichment for the total educational program.

7.1.0 The media center shall be organized as a resource center of instructional materials for the total educational program.

7.1.1 The school shall be provided with a basic book collection of 1,000 usable and acceptable library volumes or not fewer than 10 volumes per pupil, whichever is greater.

7.1.2 There shall be a minimum of 35 periodicals distributed as to appropriately serve all grade levels in the school.

7.1.3 In the case of new schools, at least two books per student shall be available at time of opening, and at least two books per student shall be added each year until the standard is met.

7.1.4 The learning media services shall include:

7.1.4.1 Planning with staff and use of the instructional materials center.

7.1.4.2 Instructing students and staff in the use of materials and guiding their reading and research.

7.1.4.3 Acquainting students and staff with the services and uses of the media center.

7.1.4.4 Training and supervision of the personnel who help provide learning media services.

7.1.4.5 Keeping the learning media services updated to meet current and anticipated needs of staff and students.

7.1.4.6 The keeping of circulation records for the purpose of evaluating student use of the learning media center.

7.2.0 The physical facilities shall include space(s) designed to provide library services for all students and staff.

7.2.1 The media center shall be properly lighted and ventilated.

7.2.2 Sufficient floor space and seating capacity shall be available to accommodate 10% of the membership but not fewer than 40 students for reading, viewing, listening, instruction, and individual study. A school will not be expected to provide seating space at any one time for more than 100 students.

7.2.3 Space shall be provided for storage, shelving, work space, and other areas appropriate to an instructional materials center.

7.3.0 Equipment such as projectors, tape recorders, record players, copy machines, study carrels, materials production tools, etc., shall be provided in the center in quality and quantity to meet the needs of students and staff.

7.4.0 Materials and supplies such as books, magazines, newspapers, filmstrips, slides, tapes, pictures, maps, globes, etc., shall be provided in numbers and variety to complement and supplement the basic and enrichment programs of the school.

7.5.0 The learning media center shall be located to provide easy access to all students and staff.

7.5.1 The learning media center shall be kept open for staff and students during the school day.

7.6.0 The school's budget shall include funds for the purchase of library books, periodicals, supplies, and materials.

7.6.1 There shall be a minimum of $10.00 per student, budgeted and expended annually through the school system for instructional materials and supplies, library books, and periodicals. Basic textbooks and equipment shall not be purchased from this allocation.

7.6.2 A balanced program of expenditures for instructional materials shall be planned so that a quality program of instruction is maintained in each subject area in the school's program.

7.6.3 Adequate and appropriate types of teaching and learning materials and equipment shall be provided for all areas of the school's program.

9.0.0 Staff and Administration. Basic Premise: The quality of personnel in any school determines, in large measure, its success in meeting its objectives. Personnel shall be provided in numbers and quality to assure the effective operation of the school.

9.2.2 There shall be written descriptions of the roles of professional and nonprofessional personnel.

9.11.0 Each member of the instructional staff shall be required to earn at least six semester hours of college credit during each five-year period of employment, or the equivalency as approved by the state committee, until 30 semester hours of graduate credit have been earned or until within five years of mandatory retirement, whichever comes first. These six semester hours or their equivalency shall be in those areas of work designed to increase the competency of the teacher in the area or grade level being taught.

9.14.0 Schools with fewer than 250 students in membership shall employ a professionally qualified librarian (media specialist) who shall spend half-time or more in the school. Schools with 250 or more students in membership shall employ a full-time professionally qualified librarian (media specialist). Member schools with a membership of 1,000 or more students shall provide at least one additional professionally qualified instructional materials service assistant, such as librarian, audio-visualist, or materials specialist.

In addition to the above requirements, a member school of 750 or more students in membership shall provide a full-time clerical assistant to make it possible for the professional instructional materials staff to perform their services efficiently. Additional staff should be added for member schools with a membership of more than 1,500.

10.0.0 Plant and Facilities. Basic Premise: The school plant and site provide the physical environment within which the total educational program is implemented and should be designed, operated, and maintained to achieve the school's purpose and objectives, and to safeguard the financial investment.

10.5.0 The plant shall include rooms properly arranged and equipped for activities and programs, such as laboratory study, media services, vocational offerings, audio-visual education, fine and applied arts education, clinics, and physical and health education programs.

Standards for Elementary and Middle Schools

Area-Standard

B-4 Each school or system shall have a written, cooperatively formulated plan for use of school resources by the community and for use of community resources by the school.

F-10 There shall be evidence of an organized plan for determining the need, selection, procurement, and effective use and care of instructional equipment and materials.

G-8* Each member of the school's instructional staff shall have earned at least a bachelor's degree from an institution accredited by the Association or another regional accrediting agency. Furthermore, he shall have earned a minimum of 24 semester hours or a college major from a member institution in the area or at the grade level at which he works or shall hold a nonemergency state certificate for teaching in the grades, levels, or areas in which he works. In all cases, each individual shall have earned a minimum of twelve semester hours in professional education courses appropriate to the grade, level, or area of assignment. As an additional requirement, each member of the instructional staff shall be required to earn at least six semester hours of college credit during each five-year period of employment or the equivalency as approved by the State Committee until he has earned 30 semester hours of graduate credit or until he has reached the age of 60, whichever comes first. These six semester hours or their equivalency shall be in those areas of work designed to increase the competency of the teacher in the area or at the grade level being taught.

The following are to be regarded as meeting the requirements of this standard:

a. a teacher who holds a valid state certificate for assignment in elementary schools, based on a bachelor's degree, issued by a state other than the one in which he is employed.

b. a teacher in the middle/intermediate grades (grades 5-8 inclusive or any combination thereof) if he is either certified at the elementary-school level or teaches a majority of his time in a subject area for which he is certified at the secondary level.

c. a teacher who has a valid state certificate based on a bachelor's degree with certification in another area provided he has earned at least six semester hours toward proper certification, has filed a plan for completion of such certification with the proper employing authority, and continues to earn at least six semester hours per year until properly certified.

d. a teacher who holds a degree equivalent accepted by the State Department of Education for certification.

*If response is NO, personnel not meeting this standard must be listed on the Annual Report. This standard allows the use of out-of-state certificates.

H-1 The school library shall be an instructional media center, with the librarian serving as media specialist, and shall offer a comprehensive program of library services to children and teachers - such as story hour activities, teaching of library skills, checking out books, opportunities for independent study, group research, browsing, use of print and nonprint materials, and providing curricular materials. (Amended)

H-2 Physical facilities shall include a library space or spaces readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment, with floor space to provide for a minimum of 40 pupils at one time, and with adequate space for storage and workroom and for other areas appropriate to a media center.

H-3 A school with fewer than 264 students enrolled shall employ a professionally qualified librarian/media specialist who shall spend half-time or more in the library/media center. A school with 264 or more students enrolled shall employ a full-time, professionally qualified librarian/media specialist. A school with 440-659 students enrolled shall employ at least one half-time library aide or clerical assistant for the library. A school with 660 or more pupils enrolled shall employ a full-time library aide or clerical assistant for the library. A school may use professional personnel in lieu of the library aide or clerical assistant to meet this standard. (Amended)

H-4 Provision shall be made for adequate and appropriate learning materials and equipment including those designed to accommodate the rapidly developing instructional technologies for all levels and areas of instruction in the school. Basic criteria for evaluation of media and materials shall be as follows:

a. Materials shall provide opportunities for children to learn through doing.
b. Materials shall be used in a variety of ways and by children at different development levels.
c. Materials shall provide for individual and group use, interaction, and problem-solving.
d. Materials shall be safe, well constructed, and attractive. (Amended)

H-5 There shall be a minimum of $15 per student budgeted and expended annually through the regular business office of the school or school system for print materials, nonprint materials, and consumable instructional materials. Basic textbooks and equipment necessary for use of instructional materials shall not be purchased from this allocation. (Amended)

H-6 The library/media center shall serve as a multimedia learning center for the school. Its collection of media, both print and nonprint, shall be current, comprehensive, and carefully selected in terms of the school curriculum and instructional program and shall reflect rapidly developing instructional technologies. (Amended)

H-7 The library book collection shall contain a minimum of 10 books per student or 1,500 books, whichever is greater. No school shall be required to have more than 10,000 books in its library collection. Library books on order but not delivered may be counted as a part of the requirement. No more than 5 copies of a title shall be counted in meeting this requirement. (Amended)

H-8 The library/media collection shall be weeded annually to remove materials that are badly worn or out of date. (Amended)

H-9 The school shall have an adequate and properly balanced collection of instructional equipment. Provision shall be made for on-going maintenance and replacement of this equipment. (Amended)

H-10 Special provision shall be made in local budgets for new schools in accredited systems to meet standards relating to collection of books and other media. (State committees may give special consideration to such schools by allowing them time, not to exceed three years, to meet the standards and develop a balanced collection of suitable library media materials.)

H-11 In kindergarten and early childhood centers serving children under six, no central library (media center) or librarian is required. However, each classroom shall have a collection of a minimum of 10 books per student. These books shall be appropriate to the various developmental stages, with picture books predominating, and shall cover a variety of topics including nature, real-life experiences, fantasy, mechanical subjects, and art. Centers having centralized libraries will apply Standard H:7.

H-12 There shall be evidence that children have continual access to use of books and other learning materials.

J-5 The school plant shall include rooms that are spacious, safe, functional, properly arranged, and appropriately equipped for varied instructional programs and activities for large and small groups such as: science laboratory experiences, art education, music education, physical education, health activities, space and facilities for media center using multimedia materials and equipment, clinic, cafeteria, and adequate administrative facilities for all such personnel.

Sources: Policies, Principles and Standards for Accreditation of Secondary Schools, 1984.

Policies, Principles and Standards for the Accreditation of Elementary and Middle Schools, 1985-86.

ACCESSIBLE MEDIA CENTERS

Georgia Board of Education Standard 160: The school has a media center which is accessible to individual students and groups throughout each day of the school year. Interpretation: N/A for Kindergarten centers. Elementary schools with fewer than 400 students may answer yes to this standard if the media center is open throughout the school day even though a media specialist is employed for only one-half time.

The Department of Education's explanation of an accessible media center is one which is available for students and teachers to use according to instructional need rather than according to a predetermined schedule. Central to this interpretation is the belief that the media center should serve the teaching and learning needs of the school. In order to insure maximum use of school media resources, the center must be open every day that school is in session. The center should not be closed to facilitate meetings or testing programs and it is recommended that arrangements be made for the center to accommodate students before and/or after the school day.

Policies establishing guidelines for the use of a school media center should be cooperatively determined by the school media committee. This group, composed of representatives from administration, instruction (by grade levels or subjects), media services, the student body, and the community can insure optimum use is made of the facility and its resources.

In an accessible center, there is usually a process for teachers to schedule time and space needs in the center according to the activity that is planned. This approach is preferable to a predetermined schedule because it provides flexibility in planning center use and better meets the needs of groups and individuals. In some places, a set schedule has been coordinated with a flexible schedule so the center is used for both regularly scheduled activities and on a sign-up basis. However, this arrangement does take an exceptional, cooperative effort to prevent overload on facilities, materials and media personnel.

Insuring accessibility during the inventory process may require some temporary alteration in the hours of operation, or in the availability of materials for circulation, or in the level of service provided to students and staff. Such modifications should be recommended by the media committee, approved by the school administrator, and announced in advance to all students and staff. The period of time in which altered service is provided should be limited and may be unnecessary if paraprofessionals and/or adult volunteers assist in the inventory process.

INSTRUCTIONAL MEDIA/RESOURCES

Code: IFA

(Adopted: July 1986 Effective: August 1, 1986)

The Quality Basic Education Act provides state funds specifically for instructional media in the following sections.

1. Media programs - O.C.G.A. §20-2-184

2. Instructional materials and equipment costs - O.C.G.A. §20-2-182(f).

Local and federal funds may be used to supplement the state appropriation.

RATIONALE

The Georgia Board of Education believes that instructional resources are integral to effective instructional programs. Quality instructional resources, in sufficient quantity to support the Basic Curriculum Content and the range of instructional strategies and learning activities, should be made available to support the achievement of education goals. Because of the demonstrated impact of media, policy direction should be established by the local board of education. Establishing a structure for decision making regarding the selection of specific instructional resources should be a local responsibility and should involve instructional, administrative and media staff. The state provides funding in a number of categories to support instructional resource programs.

MEDIA CENTER PROGRAM DEFINITION

The media center program provides a framework for cooperatively planned, instructionally related, unified media services developed at the local level. These services should be accessible to teachers and students and effectively and efficiently managed by media professionals. Media center programs are composed of materials, equipment, facilities, people, environments, purposes and processes.

The Quality Basic Education Act identifies media as an essential support service for instructional programs, and specifies the development of life long learners as a goal. To support and achieve these ends, funds for media resources were included in the FTE formula. Effective and efficient use of these funds to support instruction and produce life long learners requires cooperative planning that relates use of media resources to the instructional program, ensures maximum use of these resources, allows access to information and complies with legal requirements.

Systems must use an effective planning process to select, acquire and manage instructional resources that will relate to identified education goals. The planning process must establish a structure for decision making that ensures cost-effective use of funds allotted under this policy; it should also provide for media center organization of all instructional materials except three -- textbooks, resources useful in only one content area or classroom and resources purchased with categorical funds. Arrangements should be made through the media program for use of the resources of other institutions and in the community to extend the instructional resources and learning opportunities available to teachers and students. Appropriate equipment, materials and assistance should be provided for producing specialized learning materials that cannot be acquired at a reasonable cost.

Because the school media program provides services that are essential to a quality education, information should be accessible at appropriate difficulty levels, in various formats, for differentiated grouping patterns (i.e., class, group, individual). Flexible scheduling should make resources available at the point and time of need. The school media center is a laboratory for learning that should be staffed by at least one full-time professional certified in media at the minimum level or above. It should be available for student and teacher use for media purposes throughout each instructional day of the school year.

Media personnel, curriculum specialists, administrators and instructional staff should work together to develop and implement the curriculum. Specific skills for accessing information and in use of information materials should be planned components of all curriculum strands. Such skills should be introduced and developed through instruction cooperatively planned by classroom teachers and media personnel and delivered through classroom instruction. These skills should be applied in the media center through classroom assignments and projects structured to reinforce them and should be monitored by both instructional and support staff.

LOCAL SYSTEM REQUIREMENTS

1. Each local board of education shall adopt local media policies that address, as a minimum, all components of state board policy in the area of instructional media.

2. Procedures for implementing this local board policy must be developed. Both the local policy and procedures shall be disseminated to system and school personnel and filed with the Georgia Department of Education.

3. Methods for selecting instructional materials and equipment, handling requests for reconsideration of materials, disposing of gifts of instructional resources, use of nonschool owned materials and keeping collections up-to-date are the responsibility of the local system and must be addressed in the local board policy.

4. Each school and system must establish a media advisory committee composed of administrative, instructional and media personnel; student, community and parent representatives; and, when appropriate, vocational educators and technology coordinators. The committee must recommend long- and short-range media goals, budget priorities; operation, utilization and accessibility procedures and selection processes for instructional materials and equipment.

5. Each media committee shall evaluate the media program annually and recommend four-year media plans that identify budget and service priorities. The system media plan shall be based on the extent of need reflected in local school plans and shall become a component of the local strategic plan. This plan should be amended as annual evaluation dictates.

6. Each local system should involve the system media committee or a school media committee in identifying education specifications for constructing and renovating media centers. In addition, specified requirements of the state board for functional areas, square footage, etc., delineated in A Guide for Planning and Construction of Public School Facilities: Media Center Facilities (1982) must be met.

7. Implementation of the media program is the responsibility of school administrators and should be based on the roles identified for each education position in Roles in Media Program Development: School and Community (contingent upon state board adoption).

8. The local superintendent shall appoint a system media contact person to serve as liaison between state, regional, system and school media programs.

9. Each school shall contain a media center staffed by at least one full-time, certified media professional. Elementary schools with fewer than 400 FTE students shall be staffed by certified media professionals at least one-half time.

10. Each school media center shall be available for student and teacher use throughout each instructional day of the school year.

11. Each local school system shall abide by current copyright law. There shall be one individual at the system and at each school level responsible for ensuring the availability of current copyright information to all education personnel, for obtaining copyright clearance for materials used in instruction and for recommending system compliance procedures.

MEDIA CENTER RESOURCES

Funds under this program are intended to support the instructional program and shall not be used to support interscholastic activities.

The following provisions relate to expenditures of media center funds and must be considered by the media committee when recommending priorities.

A. Expenditures shall be reported systemwide by function.

B. Expenditures <u>may</u> be made at the system level if it is more efficient to share materials, equipment and services among schools.

C. At least 90 percent of funds allotted for this function shall be spent for this purpose.

D. Supplementary text materials, equipment and other consumable/nonconsumable materials for classroom use may not be purchased with these funds unless organized and made available through the media center.

E. Expenditures may include but are not limited to

   1. salaries for media personnel and/or media paraprofessionals;

   2. print and nonprint media and equipment organized and made available through the media center;

3. supplies, maintenance and operation costs of media functions at system and/or building levels; and

4. travel for media personnel.

INSTRUCTIONAL MATERIALS, EQUIPMENT AND TRAVEL

The following requirements relate to expenditure of these funds and must be considered by the media committee when recommending priorities.

A. Funds shall be expended and reported by individual instructional program (i.e., K, 1-3, etc.).

B. At least 90 percent of direct instructional/operational funds allotted for each instructional program shall be spent within the program generating the funds. (Note: Special education program policy will be considered at a later date.)

C. The following is a cost/function description of items for which funds may be spent.

1. Consumable/nonconsumable materials for classroom use

a. materials and supplies used in classrooms but not organized and made available through the media center;

b. supplies and materials used for the production and/or reproduction of teaching materials;

c. nonconsumable materials for use in a single classroom that are not available for use to support other instructional activities (e.g., a periodic chart for physics class, a sewing machine for homemaking class);

d. items including, but not limited to the following.

- workbooks
- masters
- construction paper
- video/audio tape
- duplicating paper

2. Textbooks: See State Board Policy IFAA.

3. Travel

   a. by staff, essential to the delivery of education services;

   b. items including, but not limited to the following.

      . travel between schools
      . conferences and meetings

4. Equipment replacement/maintenance

   a. maintenance or purchase of instructional equipment;

   b. Instructional equipment shall be organized and made available through the media center unless it is useful only in one specific classroom/area (i.e., laboratory equipment). Computer, science, vocational and other laboratory equipment, as defined by the state board on July 11, 1985, qualify for this funding. Funds under this program are intended for use in the instructional program and shall not be used to support interscholastic activities.

ACCOUNTABILITY FOR SCHOOL EQUIPMENT AND MATERIALS

Students and school personnel shall be accountable for textbooks, media materials and all other instructional materials and equipment purchased with public school funds. Procedures for accountability shall be established at the local level.

O.C.G.A.§20-2-167; 20-2-168(f); 20-2-182(f); 20-2-184.

Source: Policies and Executive Procedures: Georgia Board of Education and State Superintendent of Schools.

RECORDS RETENTION SCHEDULES FOR MEDIA

NOTE: THE FOLLOWING ITEMS MUST BE RETAINED ONLY IF THESE RECORDS ARE BEING MAINTAINED.

SCHOOL LIBRARY ACCESSION BOOKS

A listing or other index of books, periodicals, filmstrips, films and other materials assigned or added to the library. Usually arranged numerically by book or item accession number; may also be arranged alphabetically by title or author name.

RETENTION REQUIREMENT: Retain permanently for administrative purposes.

SCHOOL LIBRARY CIRCULATION RECORDS

A record indicating the daily, monthly and annual activity of the library. Generally shows circulation statistics, fees received (sometimes with receipts), new borrowers, holding circulation statistics by category, i.e., nonfiction, fiction, adult, juvenile, paperbacks, magazines, visual aids and totals. Usually arranged chronologically by date.

RETENTION REQUIREMENT: Retain 3 years except annual circulation and library use statistics - Retain permanently for historical reasons.

SCHOOL LIBRARY SHELF LIST

A complete listing or index, usually of books, periodicals, filmstrips, films and other materials available at the library for public use. Usually arranged numerically by item number; may also be arranged alphabetically by subject or author's name.

RETENTION REQUIREMENT: Update as necessary and retain until superceded.

Reference: Records Retention Schedules for Local School Systems as approved by the State Records Committee, March 7, 1983.

Services and Resources

DIVISION OF INSTRUCTIONAL MEDIA SERVICES

MEDIA SERVICES UNIT

Provides consultative and technical assistance in planning, organizing, administering and evaluating media programs upon the request of the local system. Position papers concerning aspects of media programs are developed periodically and distributed to meet identified needs. An annual statewide conference is designed to meet needs identified by local system media contact persons (SMCPs). The Microcomputer Disk Consortium, Video Lessons and the review processes for state-furnished resources are managed by this unit. Other services include consultative assistance in:

- Implementing State Board policy on instructional materials and equipment in local systems
- Implementing state media standards
- Improving system and building-level media programs
- Organizing and conducting media-related workshops for school system personnel
- Working with teacher training institutions, CESAs and others to improve media program development
- Reviewing and making recommendations concerning plans for media facility renovation and construction
- Determining instructional television reception/distribution problems and action needed to improve reception/distribution capabilities as well as recommending equipment specifications.

MEDIA RESOURCES UNIT

Develops, produces, acquires and distributes instructional materials for distribution to local educational agencies. Specific resources provided are:

- Instructional television series, teleconferences, staff development and informational programs for broadcast over the nine television stations of the Georgia Public Telecommunications Commission or for duplication by the Resource Center, formerly known as the Duplication Center
- Print materials to support utilization of instructional resources or to provide media-related information to local educational agencies. These materials include ITV teacher manuals, broadcast schedules/programming information, a monthly newsletter (Media Memo) for media specialists, resource catalogs, and a variety of other informational and administrative documents related to state and local media programs.

STATE PROVIDED MEDIA RESOURCES

Instructional Television:
Broadcast over Georgia Public Television Network.
Monday - Friday, 8 a. m.- 4 p.m.
Catalog: ITV Schedule Book
Cost: None
Teacher Guides available for many series. Ordered through System Media Contact Person.

Video Lessons:
Available only to subscribing systems. Forms sent annually to local superintendents. Programs recorded off-air or obtained through the Resource Center.
Catalog: Video Lessons

Videotape Duplication:
Available to any school in a registered system. Ordered through System Media Contact Person.
Catalog: Video Duplication Catalog
Cost: $3.50 per duplication, (public K-12)*
$6.00 per duplication, (non public, non K-12)**
User provides tapes

Audiotape Duplication:
Available to any registered school. Ordered through System Media Contact Person.
Catalog: Audio Duplication Catalog
Cost: None
User provides tapes

Microcomputer Disks:
Available only to subscribing systems.
Cost: Disks, $2.25 each, (public K-12)*
$2.75 each, (non public, non K-12)**

Media Memo:
Newsletter sent through System Media Contact Persons to school media specialists on the 15th of each school-year month.

Bulletin Board:
Broadcast over Georgia Public Television Network.
Monday - Friday, 9:00 a.m. - 9:05 a.m.; 12:00 p.m. - 12:05 p.m.
Monday's program content repeated each day.
Cost: None

*Public K-12
- Georgia Public Schools K-12
- State Schools
- College/University Teacher Ed. Programs
- CESAs

**Non Public, Non K-12
- Private Schools K-12
- Colleges/Universities (Except Teacher Ed.)
- Vocational Schools
- Other State Agencies
- Public Libraries

GEORGIA ETV/ITV

From 1961 to 1982, the Georgia Board of Education operated the Georgia Educational Television Network which was responsible for programming both instructional television (ITV, daytime) and public television (PTV or ETV, nighttime). In 1982, the Georgia Public Telecommunications Commission was formed. Since then, the Department of Education has been responsible for the ITV schedule and the Commission has been responsible for the ETV/PTV operation.

Georgia's ITV system provides programming for grades K-12 from 8:00 a.m. to 4:00 p.m., Monday through Friday during the school year, including pre- and post-planning periods. Most ITV series are designed to be used in the classroom under the supervision of a teacher with teacher manuals. Flexibility in use of the materials is possible when programs are videotaped off the air for later playback. The schedule book, published annually, provides descriptions of each series and the broadcast times. Teacher manuals and the schedule book must be ordered from the Division through the system media contact person.

RESOURCE CENTER OPERATIONAL PROCEDURES

(Formerly Called The Duplication Center)

1. One person in each school system, the System Media Contact Person (SMCP), is responsible for coordinating videotape duplication requests with the Resource Center. A system wishing to use the Center's services must complete a videotape duplication service registration form, indicating the system, system media contact person, address, and phone number. This form should be sent by the SMCP to the Resource Center, 1066 Sylvan Road, S.W., Atlanta, Georgia 30310. Phone number is (404) 656-2421.

2. The SMCP receives all videotape duplication orders from individual schools within the system and forwards them to the Resource Center for processing.

3. All videotape duplication orders arriving at the Center must conform to the following guidelines:
   a) One blank videotape should be sent for each program requested. Only one program will be put on a tape, regardless of the length of the program requested.
   b) The Center will accept tapes that are one hour or less in length. Duplicate tapes, or dubs, will be made only in the following formats: 3/4" U-Matic, 1/2" Beta I or 1/2" VHS standard play (SP). In sending tapes for duplication, consider both the length of the tape and the length of the program requested. For example, although the Center would complete the order, a request for a 10 minute program on a 60 minute tape would not make maximum use of the tape. The most practical length of tape for most orders would be 20 to 30 minutes, with longer lengths sent for those few programs which are longer. On the other hand, if a 30 minute program was requested and a 20 minute tape was sent, the order would, of course, have to be returned unfilled.
   c) Tapes should be labeled with the school and system name in two places: on the spine of the box containing the cassette, and on the plastic case containing the tape. Gum stickers or magic markers may be used on both the outside box and on the tape case.
   d) The name of the program being requested should not be on the tape box. The Resource Center staff will attach the appropriate title to the tape box after it has been duplicated.
   e) All orders arriving at the Center should be accompanied by a Videotape Dubbing Request Form which indicates the SMCP, system, series and/or title, catalog number, program length, tape format, and school requesting for each title. A sample of the videotape duplication order form which is submitted by the SMCP follows.

4. The school system will be billed $3.50 for each videotape duplication. System bills (invoices) will be sent to the SMCP at the end of each month.

5. No C.O.D. packages will be accepted at the Resource Center.

6. Duplication requests will be filled in the order in which they are received. In some cases, orders may be completed and returned rapidly. During periods of heavy demand for duplicating, services may take longer, but in all cases orders will be completed as rapidly as possible.

7. Systems receiving an incorrect duplication should return the tape to the Resource Center with a note explaining the error. After checking against Center records, a new duplication will be made and sent at no additional charge. Tapes which are sent to the Center that are worn or for some other reason would produce a poor quality duplication will be returned to the system as part of an incomplete order.

8. Only materials for which the state has copyright clearance will be duplicated.

VIDEOTAPE DUPLICATION SERVICE
REGISTRATION FORM

School System _____ School Year _____

Address _____

_____

Telephone ( ) _____

System Media Contact Person _____

Videotape Recorders (Indicate number of each type in your system)

3/4" _____ 1/2"(BETA) _____ 1/2"(VHS) _____

NOTE:
There is no charge for registration; however, a registration card must be on file for systems using this service.

Sample

Georgia Department of Education
RESOURCE CENTER
1066 Sylvan Road, S. W.
Atlanta, Georgia 30310

used by
SMCP

If you need more order forms, check here _____

VIDEOTAPE DUBBING REQUEST FORM

SYSTEM MEDIA
CONTACT PERSON: _____

SCHOOL SYSTEM: _____

ADDRESS: _____

CITY: _____

TELEPHONE: ( ) - ( ) -

RESOURCE CENTER USE ONLY

DATE RECEIVED _____
COMPLETED BY _____
COMPLETED AS REQUESTED
YES NO
REFUND $ _____._ RECEIPT # ___
DATE SHIPPED _____
POSTAGE _____

SYSTEM ACCOUNT NUMBER _____

Please list format preferred and source used in columns provided below.
If program selected is in a series, list series, then program title.

Sample

	SERIES/TITLE					
1.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
2.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
3.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
4.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
5.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
6.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
7.	_____	___ 3/4"	___ ITV Schedule Booklet			
	#_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			
8.	_____	___ 3/4"	___ ITV Schedule Booklet			
	Catalog #_____ Length ___:___	___ 1/2" VHS	___ Video Lessons			
		___ 1/2" BETA I	___ Duplication Catalog			

RESOURCE CENTER USE ONLY
Amount of tape received: ___10 ___15 ___20 ___30 ___60 ___OTHER

TOTAL COST $_____

Totals of tape sent with request ___10 ___15 ___20 ___30 ___60 ___OTHER

RECOGNITION OF EXCELLENCE

The Georgia Board of Education began its excellence recognition program in 1983. The purpose is to honor achievement by public school students and staff in the various curriculum and leadership areas. Exemplary school and system media programs are nominated by members of the six Area Media Committees on the basis of total program excellence in delivering media services to support instruction. Final selection of the system and school recipients is made by the State Media Committee and recipients are recognized by the State Board at one of their monthly meetings.

1985 Awardees

System: FAYETTE COUNTY SCHOOLS
Trigg Dalrymple, Superintendent
Annette Nash, System Media Committee Chair;
Media Specialist

School: JESUP ELEMENTARY, (WAYNE COUNTY)
Jerry Jones, Superintendent
Larry Cooper, Principal
Janice Richardson, Media Specialist

1984 Awardees

System: SAVANNAH/CHATHAM SCHOOLS
Dr. Ronald Etheridge. Superintendent
Grace Burke, Media Coordinator

School: JOHNSTON ELEMENTARY, (CHEROKEE COUNTY)
Mike Johnston, Superintendent
Dorothea Kirkland, Principal
Joy Mabry, Media Specialist

1983 Awardees

Systems: FLOYD COUNTY SCHOOLS
Dr. Nevin Jones, Superintendent
Sue Frazier, Media Coordinator;
Media Specialist

SPALDING COUNTY SCHOOLS
Dr. Charles H. Green, Superintendent
Jan Rogers, Media Coordinator

School FAIRINGTON ELEMENTARY, (DEKALB COUNTY)
Dr. Robert Freeman, Superintendent
Phillip Bradley, Principal
Freddie Ford, Media Specialist

OUTSTANDING MEDIA COMPONENTS

Outstanding Media Components is a biennial publication developed by the Division of Instructional Media Services from nominations made by statewide media personnel. A media center can be nominated for inclusion in any one of the following twenty-four component areas. Sub-topics are provided as guides for completing the narrative description of the outstanding component on the application form. Application forms may be requested from the Division of Instructional Media Services or duplicated from the example in this handbook.

1. Modernization of a media center within an old building

    a. Creative use of space
    b. Required areas included
    c. Committee input into planning process

2. Outstanding new construction

    a. Creative use of space
    b. Required areas included
    c. Committee input into planning process

3. Adaptation of an area (other than a library) to become a media center

    a. Creative use of space
    b. Required areas included
    c. Committee input into planning process

4. Cooperation -- between school media centers, with other libraries

    a. Delivery services between libraries and schools
    b. Loans between schools and libraries
    c. Networking
    d. In-service activities
    e. Program development

5. Circulation

    a. Resource retrieval
    b. Circulation of different formats with related equipment
    c. Student responsibility in circulation, self-service
    d. Circulation flexibility

6. System level/centralized processing of materials

    a. Simplified or innovative techniques, methods
    b. Cooperative or individual efforts
    c. Technology
    d. Volunteer assistance

7. Integrated shelving

   a. Variety of materials
   b. Accessibility
   c. Storage organization and special needs

8. Curriculum coordination/cooperative planning

   a. Interesting or unique strategies or approaches
   b. Development of guides, bibliographies, etc.
   c. Involvement of staff and students

9. Use of aides and volunteers

   a. Recruiting
   b. Training, variety of jobs
   c. Student and community resources
   d. Scheduling, publicity
   e. Volunteer recognition

10. Media advisory committees

   a. Examination and previewing of materials
   b. Varied composition of committee
   c. Involvement in policy development and other activities
   d. Priorities
   e. Identification and planning for staff development activities

11. Security systems

   a. Expense
   b. Staff maintenance tasks
   c. Statistics on use
   d. Innovative security ideas
   e. Theft detection systems

12. Media skills development

   a. Related to total curriculum
   b. Innovative techniques or approaches
   c. Teacher/media specialist team approach

13. Listening centers

   a. Emphasis on curriculum
   b. Multi-media approach
   c. Originality
   d. Large groups, small groups, and independent study capability
   e. Self-direction of students
   f. Open, flexible scheduling

14. Keying resources to instructional unit, Criterion-Referenced Tests, etc.

   a. Development process
   b. Innovative approaches

15. Production

    a. Related to curriculum and student interests
    b. Teacher and student design and production of materials
    c. In-service training for production
    d. Variety of production
    e. Facilities adequate, supplies furnished, equipment in good repair

16. Services to special populations (gifted, slow learners, physically handicapped, culturally different, "nonusers," etc.)

    a. Strategies, materials
    b. Tutorial programs
    c. Guides, bibliographies and other resources
    d. Success rate
    e. Adaptation for accommodation

17. Use of Instructional Television

    a. Guides and manuals
    b. Videotaped and off-air viewing
    c. Use in media center and/or classroom
    d. Integration in the instructional process

18. System level media services/resources

    a. Variety of services/resources
    b. Cooperation/flexibility
    c. Special benefits of services
    d. Accessibility

19. Use of microcomputers

    a. Media management functions
    b. Special benefits of services, special applications
    c. Integration in the instructional process

20. Special promotions/publicity

    a. Innovative approaches
    b. Target audience
    c. Evidence of success

21. School-community relations and resource persons

    a. Involvement of media program
    b. Innovative approaches

22. Staff development for media specialists

    a. System level implementation
    b. Credit units offered
    c. Format (sessions, independent projects, etc.)
    d. Topics addressed

23. Media program evaluation and needs assessment

    a. Evaluation/assessment instrument
    b. Program areas assessed
    c. Improvements evidenced

24. Other (a special category for use if the other twenty-three are not sufficient in defining outstanding component)

Source: Outstanding Media Components. Division of Instructional Media Services, Office of Instructional Services, Georgia Department of Education, 1986.

Outstanding Media Program Components That Work
Application Form

Component(s) for which system was previously listed (numbers)	Component for which school media center is being recommended
System_____	Superintendent_____
Name of School_____	Principal_____
School Address_____	System Media Contact Person
_____	_____
Phone_____School Grades_____	Media Specialist_____
Number of Students_____	Date_____
Number of Teachers in School_____	

The above-required signatures indicate review of this application and a commitment to receive appropriately scheduled visitors who may wish to learn from your outstanding media component.

Media Center Description (age of facility, location in school, size and variety of collection, equipment, furnishings, etc.):

Component description and reasoning in support of Media Center inclusion in statewide listing:

INSTRUCTIONAL RESOURCES SURVEY

The Instructional Resources Survey is conducted biennially in the spring. Much of the requested information remains the same from one survey to the next and can be accumulated in anticipation of a survey date. Changes in items occur as new technology dictates.

The survey process includes several steps. The Division of Instructional Media Services (DIMS) mails machine readable response forms (one for each school and a system form) to system media contact persons (SMCPs). School forms are completed and returned to the system media contact person. The SMCP completes the system form. All forms are then returned to the Division of Instructional Media Services for analysis. Computer reports, derived from the school response forms, provide system and statewide totals.

Information is collected in the areas of personnel (including certification), materials, equipment, and television utilization/reception. Many systems compile this information for their own records on a yearly basis for inventory purposes and find completion of the survey an easy task.

SURVEY SCHEDULE

Mid-April - survey mailed to systems for completion

Mid-May - submission of school forms to System Media Contact Person

Late May - submission of system and school response forms to DIMS

August/September - computer reports returned to system

I R SURVEY INSTRUCTIONS FOR SCANTRON SHEET

1. Be sure to follow all directions exactly and submit only original forms. Copies are not acceptable.

2. Complete items by writing numbers within appropriate space at top of columns. Darken corresponding numbers using dark marks with #2 pencil only.

   Example:

LEA CODE			SCHOOL CODE			
3	6	3	1	1	0	7
[0]	[0]	[0]	[0]	[0]	[0]	[0]
[1]	[1]	[1]	[1]	[1]	[1]	[1]
[2]	[2]	[2]	[2]	[2]	[2]	[2]
[3]	[3]	[3]	[3]	[3]	[3]	[3]
[4]	[4]	[4]	[4]	[4]	[4]	[4]

3. Erase cleanly to change responses.

4. Make no stray marks. DO NOT FOLD FORMS.

5. DUE DATES: May ____ to SMCP; May ____ completed forms submitted to DIMS.

6. Contact your System Media Contact Person if you have questions about your responses or the manner in which you are to complete the form.

SCAN-TRON® FORM NO. 20736-GDE — FEED THIS DIRECTION

FACILITIES

1 SCHOOL CODE | ENROLLMENT

2 SYSTEM CODE

3 DOES YOUR SCHOOL HAVE A MEDIA CENTER — YES / NO

PERSONNEL

4 # OF MEDIA SPECIALISTS WITH MEDIA DUTIES

- FULL TIME-ONE SCHOOL
- FULL TIME-TWO OR MORE SCHOOLS
- PART TIME MEDIA AND OTHER SCHOOL DUTIES

PERSONNEL

4 # OF MEDIA SPECIALISTS WITH MEDIA DUTIES CONT'D

- PART TIME-MEDIA CENTER DUTIES ONLY
- TOTAL (A,B,C,D)

5 # OF PAID MEDIA AIDS

PART-TIME		FULL TIME	

6 HIGHEST MEDIA CERTIFICATION: (# OF EACH)

T-4 or T-5 (ASSOC. LIB. M. SPEC./20 QTR. HRS.)	1	2	3	4	5
MS-4 (MEDIA SPECIALIST)	1	2	3	4	5
S-4 (MEDIA SPECIALIST)	1	2	3	4	5
T-5 (CAREER LIBRARY MEDIA SPECIALIST)	1	2	3	4	5
MS-5 (MEDIA SPECIALIST)	1	2	3	4	5
S-5 (MEDIA SPECIALIST)	1	2	3	4	5
TS-6 (CAREER LIBRARY MEDIA SPECIALIST)	1	2	3	4	5
MS-6 (MEDIA SPECIALIST)	1	2	3	4	5
S-6 (MEDIA SPECIALIST)	1	2	3	4	5
S-7 (MEDIA SPECIALIST)	1	2	3	4	5
DL-5 (DIRECTOR OF MEDIA SERVICES)	1	2	3	4	5
DL-6 (DIRECTOR OF MEDIA SERVICES)	1	2	3	4	5
DL-5 (DIRECTOR OF LIBRARIES)	1	2	3	4	5
DL-6 (DIRECTOR OF LIBRARIES)	1	2	3	4	5
L-5 (DIRECTOR OF MEDIA SERVICES)	1	2	3	4	5
L-6 (DIRECTOR OF MEDIA SERVICES)	1	2	3	4	5
L-7 (DIRECTOR OF MEDIA SERVICES)	1	2	3	4	5
OTHER (LIST ON OTHER SIDE)	1	2	3	4	5

MATERIALS

7 # OF CURRENT PERIODICAL SUBSCRIPTIONS

- PRINT FORMAT
- MICROFORM FORMAT

8 # OF BOOKS (HARDBOUND & PAPERBACK)

9 # OF NON-PRINT ITEMS

10 # OF MICROFORM ITEMS (FILM & FICHE)

EQUIPMENT

11 # OF 16MM PROJECTORS

12 # OF 16MM PROJECTORS MORE THAN 6 YRS. OLD

13 # OF VIDEO CAMERAS FOR LOCAL PRODUCTION

14 # OF VIDEOTAPES AVAILABLE FOR RECORDING

- 30 MINUTES
- 30+MINUTES

15 # OF T.V. SETS

- COLOR
- B & W

16 # OF T.V.'S MORE THAN 7 YRS. OLD

17 RECORD & PLAYBACK VIDEOTAPE EQUIPMENT (VTR'S) | PLAYBACK ONLY

- ¾ INCH CASSETTE
- ½ INCH BETA CASSETTE
- ½ INCH VHS CASSETTE
- ½ OR 1 INCH REEL-REEL

18 # OF MICROFORM READERS

- REEL-REEL
- FICHE

19 # OF COMPUTERS HOOKED TO A MAINFRAME

Sample

USE NO. 2 PENCIL ONLY

- MAKE HEAVY DARK MARKS
- EXAMPLE: —
- ERASE CLEANLY TO CHANGE
- MAKE NO STRAY MARKS

GEORGIA DEPARTMENT OF EDUCATION
INSTRUCTIONAL MEDIA SERVICES DIVISION
INSTRUCTIONAL RESOURCES SURVEY

SIDE ONE

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SA0224-001

APPLE		ATARI		COMMODORE		IBM		SINGER		TIMEX/ SINCLAIR		T.I.		T.R.S. 80		OTHER	
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

CLASS ROOM		[illegible]		MEDIA	
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

22 # OF INSTRUCTIONAL EQUIPMENT ITEMS:

UTILIZATION		PRODUCTION		TOTAL (A+B)	
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

23 DOES YOUR SCHOOL USE ITV?

YES ⊂ ⊃

⊂ ⊃ NO

24

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

STUDENTS		TEACHERS		
⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃	⊂0⊃
⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃	⊂1⊃
⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃	⊂2⊃
⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃	⊂3⊃
⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃	⊂4⊃
⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃	⊂5⊃
⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃	⊂6⊃
⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃	⊂7⊃
⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃	⊂8⊃
⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃	⊂9⊃

INSTRUCTIONAL TELEVISION UTILIZATION

FEED THIS DIRECTION

25

MARK ALL SIGNAL SOURCES IN YOUR SCHOOL:

MATV	CATV	CCTV	SEPARATE ANTENNAS	RABBIT EARS/UHF LOOP
⊂ ⊃	⊂ ⊃	⊂ ⊃	⊂ ⊃	⊂ ⊃

#20 OTHER COMPUTERS: NAME, HOW MANY?

#6 OTHER CERTIFICATION

78

EXPLANATION OF SCANTRON FORM CATEGORIES

1-2. Write and mark the 4-digit code assigned to your school. Write and mark the 3-digit LEA code assigned to your school system. These codes may be found in the Georgia Public Education Directory. Write and mark current school year enrollment for your school.

3. Media Center - a facility within the school which houses instructional materials and equipment and from which utilization services are provided.

4. Each professional person who works in your school media center should be counted in only one of these categories. Include each professional for schools which employ two or more media specialists.

5. Each clerical aide who works in the Media Center.

6. Data gathered in this question should provide accurate information as to total number holding each type of certificate. Indicate only HIGHEST level of in-field certification for each media professional employed. For those persons without media certification, indicate highest certification they hold in another field or the absence of any certificate. Space is provided for you to enter other certification information on side two of the form, bottom of page. Indicate provisional certificates if applicable. Total should be equal to that given in question 4. Refer to Teacher Certification in Georgia for additional certification information.

7-10. These questions address the media collection composed of materials in your school that are managed, processed, or inventoried by the media center.

7. Periodical - an item that is published on a regular schedule: for example - magazines, journals, newspapers. Include both subscription and gift.

   a. print: paper-covered issue received weekly/monthly/quarterly.

   b. microform: either microfiche or microfilm - use requires special projection machine.

9. Nonprint items - count each unit which would be cataloged as a separate entity in your media center. For example - filmstrips, videotape programs, records, kits. DO NOT COUNT PART OF A SET SEPARATELY.

10. Count should be of each separately cataloged reel or fiche. Microform - any material, film, or paper containing microimages which are units of information, such as a page of text or drawing too small to be read without magnification.

11-22. Include all equipment and materials used in the instructional process that are managed, processed, or inventoried by the media center at the building level.

13. Video cameras - used to record live activities for instructional purposes in the instructional program. COUNT ONLY THOSE CAMERAS USED IN INSTRUCTIONAL ACTIVITIES. (DO NOT INCLUDE THESE IN QUESTION 17.)

14. DO NOT COUNT VIDEOTAPES CATALOGED AS PART OF THE PERMANENT COLLECTION: INCLUDE THEM IN TOTAL OF QUESTION 9 (NONPRINT ITEMS.) The videotapes listed here should be those available for live production or recording during broadcast time or duplication from a central dubbing service.

15-16. Television sets - any unit available for student viewing.

17. Videotape record/playback units can play a videotape AND ALSO record a program as it is broadcast. Videotape playback only units can play back pre-recorded videotapes but CANNOT record a program that is being broadcast. (Types of recording format: 1) 1/2-1" reel to reel - using exposed separate reels of tape. Tape must be threaded through a transport mechanism and attached to the take-up reel. 2) 1/2-3/4" cassette - using enclosed tape reels. Tape is not handled manually. After the cassette is inserted into loading gate, the tape automatically threads itself through the transport mechanism.)

19. Computer terminals are tied to a large mainframe computer, often at a point quite distant from the terminal. They require time-sharing controlled environments and other special conditions.

20. Microcomputers are small and compact. They have disk or cassette auxiliary storage capability. Do not include hand-held calculators. List others at bottom of page.

21. The media category refers to use in media management; classroom refers to instructional use; administration refers to any administrative management uses outside the media center.

22. Utilization equipment - any hardware necessary to use media materials.

    Production equipment - hardware to produce locally prepared learning material.

23. Check yes or no.

24. Enter the totals from your school under the appropriate grades. Include information for special education and grades K-12 only in the spaces provided.

25. Please check appropriate category defined below.

    a. MATV (Master Antenna Television) - One or more outside antennas mounted on a common antenna support structure for off-the-air reception of television signals. These signals may be processed and distributed electronically to instructional areas of the school.

    b. CATV (Community Antenna Television) - A commercially operated cable system that delivers television signals by cable to schools and homes in a community. These signals may be processed and distributed electronically to instructional areas of the school.

    c. CCTV (Closed Circuit Television) - A system to distribute television programs, either live in the school or pre-recorded, that is fed into a television channel only to persons that have access to the electronic distribution system in a school.

    d. Separate Antenna Installations - One or more antenna installations located so that each antenna serves one or two television sets. These antennas are not interconnected.

    e. Rabbit Ears and UHF Loop Antennas - These antennas are the indoor type. Useful only in high signal level areas.

26. Please check quality of television reception.

REGIONAL EDUCATION SERVICE AGENCIES (RESA)

In 1972, Senate Bill 538 made it possible for each school system in the State to become a participating member of one of the Regional Educational Service Agencies (RESAs). These agencies are guided by Boards of Control, composed of local school board members and superintendents, who are designated by each member-system's board of education.

The Board of Control has the same responsibility for the operation of each agency as a local board of education has for the operation of a local school system. Areas of service, as well as the volume of service, are determined by the local RESA Board of Control. Programs may include such activities as purchasing or repairing equipment, providing consultative assistance to both generalists and content specialists, aiding personnel in participating systems in designing, implementing or expanding educational programs related to the improvement of instruction.

Funding for RESA operations is derived from the following sources: (1) annual grants from the State Board of Education for basic operating expenses; (2) additional funds allocated on the basis of need which reflects enrollment of each member system and the number of member systems; (3) three-year grants for single demonstration projects. All of the financing is based on contracts to supply service programs to member systems and these may be derived from local, state, federal or private sources.

GEORGIA MIGRANT EDUCATION AGENCIES

To meet the special educational needs of migrant children, Congress created the Migrant Education Program in 1966 through Public Law 97-35. The program provides services that help educate migrant children and foster their well being. This may include supplementary basic skills instruction according to need and supportive services which enable the children to benefit from the educational program. Other special needs are met as they are identified. The U. S. Department of Education allocates funds to each state based on it's identified migrant student population. Each state department of education determines the best way to deliver services to eligible migrant children from birth to age twenty-one. The states work together to assure continuity, coordination, and consistency in the education of these children.

In Georgia, there are the four migrant agencies located in Thomson, Tifton, Gainesville and Nashville. Media centers are housed at the Gainesville and Nashville sites. These materials are available to classrooms which have migrant children and may be requested through the migrant staff person at the school. For more information contact:

Migrant Education
Georgia Department of Education
1962 Twin Towers East
Atlanta 30334
(404) 656-4995

GEORGIA LEARNING RESOURCES SYSTEM

AND CHILD SERVE

The Georgia Learning Resources System (GLRS) is a teacher support system for special educators and other professionals who work with exceptional children. GLRS is part of a nationwide network of Special Education Learning Resource Centers. Within Georgia there are 17 GLRS centers coordinated by the Program for Exceptional Children of the Georgia Department of Education. They are located in Albany, Atlanta, Augusta, Cleveland, Columbus, Dublin, Ellijay, Grantville, Griffin, Macon, Savannah, Scottdale, Rome, Valdosta, Vidalia, Waycross, and Winterville. Each center serves approximately ten to thirty surrounding counties, enabling individuals to reach a center without traveling more than about 60 miles.

GLRS provides the following services:

- an instructional materials center where educators can preview and borrow materials;
- in-service training;
- a videotape collection of outstanding special education workshops which have been conducted throughout Georgia;
- and an information interchange network.

The Child Serve network, a part of the seventeen GLRS centers, identifies and provides appropriate educational help to handicapped persons up to age 21. The four basic functions of Child Serve are:

- identification of handicapped children;
- provision of materials to meet needs specified in individualized educational programs;
- referral of handicapped children to appropriate community agencies and resources;
- staff development.

More information and a copy of the brochure, "Exceptional Children in the Media Center", can be obtained from:

GLRS and Child Serve
Georgia Department of Education
1970 Twin Towers East
Atlanta, Georgia 30334
(404) 656-2425

GEORGIA LIBRARY INFORMATION NETWORK (GLIN)

GLIN was founded in 1966 under Title III of the Library Services and Construction Act (LSCA). It is funded by both state and federal monies and is administered by the Division of Public Library Services (DPLS) of the Georgia Department of Education. There is no cost to members either for joining the network or for using its services. Participation in the Network has grown from the original 70 libraries to now include 230 public, academic and special libraries.

The goals of GLIN are:

1. To provide quick access to information over the state in various libraries;

2. To promote interlibrary loan cooperation through a central locator source;

3. To coordinate efforts to provide information from various areas of the state and types of libraries to better serve the users of all libraries;

4. To designate resource center libraries throughout the state in order to better utilize these sources, and to give them additional collection-development funds for the services rendered to borrowing libraries and institutions;

5. To establish workable methods and guidelines to facilitate communication among libraries throughout the state;

6. To provide a nucleus of statewide interlibrary cooperation for all types of libraries and on which may be built additional cooperative plans.

The Division of Public Library Services collection in Atlanta contains more than 135,000 volumes, 850 periodicals, 10,000 rolls of microfilm (periodicals and census records), and 275,000 microfiche of government documents, in addition to numerous bibliographic sources. GLIN requests are filled from this collection when possible. If requests cannot be filled from this collection, the DPLS provides information about institutions owning those materials.

Requests from school media specialists should be channeled through the local public library. Requests that are not urgent should be handled by mail. For additional information about GLIN, contact the regional library serving your area.

CURRICULUM MATERIALS LIST

As media specialists plan with classroom teachers for the integration of media skills instruction or as they identify material to include in the school's professional collection, it may be useful to secure state-developed curriculum guides. These guides may also be used in conjunction with local guides. The following curriculum publications are available to all public schools at cost. Paper copies range from $3.00 to $14.00, microfiche copies cost $3.00 each. To obtain further purchase information, contact the Division of Curriculum Services.

BASIC CURRICULUM CONTENT FOR GEORGIA'S PUBLIC SCHOOLS, 1985
COMPREHENSION IN THE READING PROGRAM, 1984
CURRICULUM PLANNING IN SECONDARY PHYSICAL EDUCATION, 1981
HEALTH EDUCATION FOR GEORGIA MIDDLE GRADES, 1982
HEALTH EDUCATION FOR GEORGIA SECONDARY SCHOOLS, 1983
INSTRUCTIONAL LEADERSHIP - (A Handbook for the Georgia Curriculum Director), 1984
LANGUAGE ARTS GUIDE (K-8), 1984
LITERATURE GUIDE (9-12), 1984
MATHEMATICS FOR GEORGIA MIDDLE GRADES, 1983
MATHEMATICS FOR GEORGIA SECONDARY SCHOOLS, 1981
MIDDLE GRADES PHYSICAL EDUCATION (5-8), 1983
MUSIC FOR ELEMENTARY SCHOOLS, 1982
MUSIC FOR MIDDLE GRADES, 1982
SCIENCE GUIDE FOR SECONDARY SCHOOLS, 1984
SCIENCE FOR GEORGIA ELEMENTARY SCHOOLS (K-5), 1985
SOCIAL STUDIES FOR GEORGIA SCHOOLS SECONDARY PROGRAM, 1983
TEACHING MIDDLE GRADES SCIENCE, 1982
TRAFFIC SAFETY FOR GEORGIA SCHOOLS, 1982
VISUAL ARTS EDUCATION GUIDELINES (K-12), 1982
WORD RECOGNITION SKILLS INSTRUCTION (Reprinted 1986)

AVAILABLE IN MICROFICHE ONLY

ENVIRONMENTAL EDUCATION ACTIVITY MANUAL, 1976
ESSENTIAL SKILLS FOR GEORGIA SCHOOLS (K-12), 1980
FOREIGN LANGUAGE CURRICULUM GUIDE (K-12), 1981
FRAMEWORK FOR MASS COMMUNICATIONS IN THE COMMUNICATIVE ARTS, 1977
GEORGIA KINDERGARTEN ASSESSMENT OF COMMUNICATIVE ARTS AND NUMBER UNDERSTANDING, 1981
KINDERGARTEN IN GEORGIA, 1979
LANGUAGE ARTS GUIDE (9-12), 1984
MOTIVATIONAL STRATEGIES FOR TEACHING LANGUAGE ARTS (A Resource K-12), 1982
PERSONALIZING EDUCATION FOR CHILDREN [A Handbook for Early Childhood Education (K-4)], 1982
SOCIAL STUDIES FOR GEORGIA SCHOOLS EARLY CHILDHOOD AND MIDDLE GRADES, 1983
SUPPLEMENTAL ACTIVITIES FOR MATHEMATICS INSTRUCTION (A Resource K-12), 1982

Revised July 9, 1986

Media Facilities

MEDIA CENTER REQUIREMENTS

The media center is divided into areas according to functions. While all areas need not be separated by walls, the functional areas should be distinct and those areas where interaction most frequently occurs placed near to one another. Planners should carefully analyze the work and traffic flow of all media program activities to ensure specification of the best possible functional relationships. In some situations it may be logical to combine similar functions for more effective use of space and equipment. While minimum square footage requirements are determined by ADA, note that an adequate media program may necessitate more than minimum requirements.

The media center must include the space to accommodate the functions and subfunctions described below, regardless of ADA. The functions must be included within the minimum required total area (see Minimum Square Footage Requirements), but relationships between, and space allocated to, each function are to be determined by the system planning groups.

FUNCTIONAL AREA REQUIREMENTS

Circulation, display in which media are checked in and out and special media are displayed. This area should be near the media center entrance and exit.

Reading, browsing, listening, viewing and studying in which students and teachers use media individually or in small groups.

Conference in which groups use media without disturbing or being disturbed.

Collection which contains shelving to house the media center's instructional resources and the space needed by users. The specific requirements for shelving of the instructional resources follow.

1. Shelving scaled to the size and age of the users must:

    a. accommodate 15 print and nonprint items per ADA;

    b. be estimated on the basis of eight items per linear foot;

    c. be placed on the perimeter or in stack areas if over 42 inches in height;

    d. not exceed 42 inches in height in K-4 media centers;

    e. not exceed 66 inches in height in upper elementary and middle schools;

    f. not exceed 84 inches in height in high schools;

    g. be no more than three feet long between supports;

    h. allow a minimum of four feet between rows of shelves;

    i. allow a minimum of five feet between rows of shelves and furniture involving seating or traffic.

2. Access aisles allow unobstructed flow of traffic.

Production provides students and teachers with space, materials and equipment for creation of instructional materials (may include a darkroom).

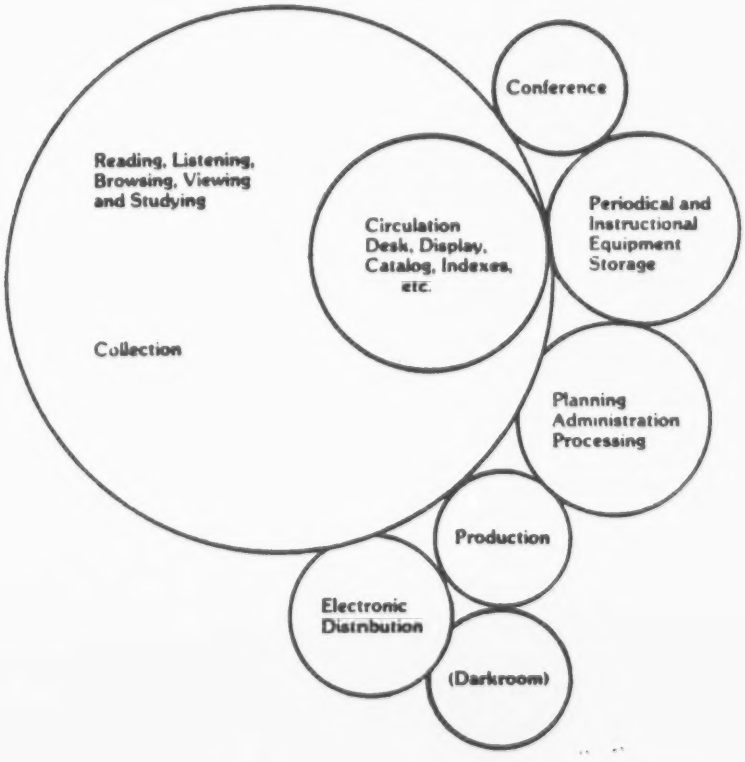
Electronic distribution includes equipment which provides a variety of capabilities. The system can receive television and radio signals and transmit these signals to the appropriate instructional area(s); programs can be recorded for later playback to the appropriate instructional area(s). The head-end of the system must be in the media center in an area set aside for recording and playback of television programs; the walls of this area should not be loadbearing. A drawing showing engineering details of the electronic distribution system must be permanently displayed in this area.

Administration and planning needs to be accessible to staff members at all times. Media specialists need a space for planning with teachers and students.

Processing is used by staff for ordering, processing, organizing and inventorying the media center collection.

Periodical and instructional equipment storage includes specially designed shelving, movable carts for instructional equipment and standard adjustable shelving to accommodate back files of periodicals. For maximum use the room should be long and narrow and have two doors, one to the media center and the other to an outside hallway so that equipment can be taken and returned to the storage area after use elsewhere in the school. For security this door should have a locking system on both sides so the media specialist will be involved any time the door is opened. The door should be considered an emergency exit only.

Function influences the kind, size and position of these spaces. The following diagram names some of the needed spaces and points out the interrelation of the areas. The size of the circles approximates possible size relationships. Some schools combine compatible functional areas in their plans.



Source: A Guide for Planning and Construction of Public School Facilities in Georgia, Media Center Facilities, Georgia Department of Education, Revised 1982.

Minimum Square Footage Requirements

The minimum required square footage per average daily attendance (ADA) representing the minimum space within which the given ADA can function, is listed in the following chart. This square footage includes the total media center area.

ADA	Minimum Square Footage	ADA	Minimum Square Footage	ADA	Minimum Square Footage
0-250	1900	1001-1025	4425	1751-1755	6675
251-275	1995	1026-1050	4500	1776-1800	6750
276-300	2090	1051-1075	4575	1801-1825	6825
301-325	2185	1075-1100	4650	1826-1850	6900
326-350	2280	1101-1125	4725	1851-1875	6975
351-375	2375	1126-1150	4800	1876-1900	7050
376-400	2470	1151-1175	4875	1901-1925	7125
401-425	2565	1176-1200	4950	1926-1950	7200
426-450	2660	1201-1225	5025	1951-1975	7275
451-475	2755	1226-1250	5100	1976-2000	7350
476-500	2850				
501-525	2925	1251-1275	5175	2001-2025	7425
526-550	3000	1276-1300	5250	2026-2050	7500
551-575	3075	1301-1325	5325	2051-2075	7575
576-600	3150	1326-1350	5400	2076-2100	7650
601-625	3225	1351-1375	5475	2101-2125	7725
626-650	3300	1376-1400	5550	2126-2150	7800
651-675	3375	1401-1425	5625	2151-2175	7875
676-700	3450	1426-1450	5700	2176-2200	7950
701-725	3525	1451-1475	5775	2201-2225	8025
726-750	3600	1476-1500	5850	2226-2250	8100
751-775	3675	1501-1525	5925	2251-2275	8175
776-800	3750	1526-1550	6000	2276-2300	8250
801-825	3825	1551-1575	6075	2301-2325	8325
826-850	3900	1576-1600	6150	2326-2350	8400
851-875	3975	1601-1625	6225	2351-2375	8475
876-900	4050	1626-1650	6300	2376-2400	8550
901-925	4125	1651-1675	6375	2401-2425	8625
926-950	4200	1676-1700	6450	2426-2450	8700
951-975	4275	1701-1725	6525	2451-2475	8775
976-1000	4350	1726-1750	6600	2475-2500	8850

Schools over 2500 ADA should add 75 square feet per 25 students beyond the 8850 footage figure.

Source: A Guide for Planning and Construction of Public School Facilities in Georgia, Media Center Facilities Georgia Department of Education, Revised 1982.

PLANNING FOR ELECTRONIC DISTRIBUTION

The use of video materials is most effectively and efficiently accomplished in a school that has a properly designed and installed electronic distribution system.

I. An electronic distribution system is composed of two major parts:

1. The Head-End: This is a grouping of active and inactive devices that are used to process the radio frequency television signals. TV signals may be converted from one channel to another, some signals may be deleted, other (closed-circuit) signals may be added, but all signals must be amplified enough to feed the distribution system. The signal source is an integral part of the head-end and is not generally considered as part of the distribution system.

2. This system is made up of coaxial cable, splitters, tap-offs, and outlets that deliver the televised materials to t.v. sets in the instructional areas. These components are inactive devices and inherently represent a loss of signal.

II. Suggestions for installation of electronic distribution systems:

1. The head-end should be placed in the school's media center where it can be easily accessible for maintenance.

2. The wiring of the electronic distribution system should be protected to discourage vandals and minimize other sources of damage.

3. The use of conduit is required in new facilities and renovations, but any cable runs on the outside of a building should definitely be protected by conduit. Conduit is also recommended for wiring inside existing buildings.

4. As a cost-saving precaution, TV outlets should be placed in every area that could conceivably be used as an instructional area because additions to a system are more expensive on a per outlet basis.

III. Examples of signal sources:

1. Master Antenna Television (MATV) - One or more antenna, usually mounted on a common mast, are used to receive broadcasts from television stations.

2. Community Antenna Television (CATV) - Frequently referred to as "Cable TV", this is a television reception and distribution system that serves large areas. Schools, homes, hotels, and businesses receive signals from these companies, which are usually commercially operated.

   Electronic distribution and CATV systems are not limited to television. They are also capable of distributing A.M. and/or F.M. radio, voice, music, and data.

3. Closed-Circuit Television (CCTV) -A videotape record/playback machine can be used to provide a television signal when set for either Channel 3 or Channel 4. This arrangement permits a closed-circuit distribution of pre-recorded, ITV, and/or commercial programming to be used at the same time that other channels are distributing programs received by outside signal sources.

Professional Organizations and Publications

NATIONAL PROFESSIONAL MEDIA ORGANIZATIONS

American Library Association (ALA)

Oldest and largest national library organization in the world was founded in 1876. This association spans all types of libraries: state, public, school, academic, and special. Emphasis is placed on excellence of library and information services in the areas of education, research, cultural development, recreation and public service. ALA promotes access to information, library legislation, intellectual freedom, and public awareness of library services. It serves as an umbrella organization for more than eighty library-related groups (e.g., AASL and GLA). Publishes American Libraries. Address: 50 East Huron Street, Chicago, Il 60611.

American Association of School Librarians (AASL)

This organization promotes improvement and extension of library media services in elementary and secondary schools as a means of strengthening the educational program. This ALA Division also strives to stimulate professional growth and improvement in the status of school librarians and is concerned with the evaluation, selection, and utilization of media as it is used in the context of the school program.

In conjunction with AECT, published Media Programs: District and School, an evaluation tool for school media programs and services. School Library Media Quarterly is the official publication of AASL.

Association for Library Service to Children (ALSC)

The Association for Library Service to Children, a Division of ALA, is interested in the improvement and extension of library services to children in all types of libraries. ALSC members are involved in the evaluation and recommendation of book and nonbook library materials for, and the improvement of techniques of library service to, children from preschool through junior high school.

Young Adult Services Division (YASD)

The goal of YASD, a Division of ALA, is to advocate, promote, and strengthen library service to young adults. Committees select from the year's publications those adult and teenage books significant for young adults and annotate the selected titles for publication in annual lists. Top of the News is the official quarterly publication of the Division.

Source: ALA Handbook of Organization, American Library Association, 1984.

Association for Educational Communications and Technology (AECT)

A national association of members and subscribers dedicated to the improvement of instruction through technology, AECT members will be found in a variety of job settings such as libraries, school systems, colleges, universities, hospitals, the Armed Forces, businesses, museums, and government. They all share a common concern for improving instruction through the use of technology. Publications include Human Resources Directory and TechTrends. Address: 1126 Sixteenth Street, N.W., Washington, D.C. 20036. Phone (202)466-4780.

Division of School Media Specialists (DSMS)

A division of AECT, this organization's purpose is to promote and improve communication among school media personnel who share a common concern for the development, implementation, and evaluation of school programs. It also provides access to information on how school media programs can be developed around the functions expressed in national standards. School Learning Resources and DSMS Newsletter are the official publications of this division.

Division of Telecommunications (DOT)

This division of AECT, is concerned with television, radio, and other electronically-mediated instruction formats. Emphasis is placed on systems design, production and utilization of these media. Division activities center around the work of eight committees: Distribution, New Technology, Educational Broadcasting, Production, Membership, Professional Development, Communications, and Nominating. The DOT Newsletter is published quarterly and features telecommunication activities and information for DOT members.

Source: Human Resources Directory, Association for Educational Communications and Technology, 1983.

STATE PROFESSIONAL MEDIA ORGANIZATIONS

Georgia Association for Instructional Technology (GAIT)

The Georgia Association for Instructional Technology (GAIT) is the state affiliate of the Association for Educational Communications and Technology (AECT). The purpose of GAIT is to improve instruction through the systematic development, utilization, and management of learning resources which includes people, processes, and technology. GAIT members represent media practitioners from a diversified group of vocations. The Association publishes GAITway Journal, and sponsors two annual meetings, generally held in the fall around October and the winter around February.

Georgia Library Association (GLA)

The Georgia Library Association is a statewide organization for librarians who work in school, public, academic, and special libraries. It is a state unit of the American Library Association. The Association publishes a quarterly journal, The Georgia Librarian, and sponsors a biennial conference as well as numerous workshops and seminars presented in various sections of the state. These meetings feature topics of interest to librarians and focus on concerns of those working in specific types of libraries. The School Library Media Division is a unit of GLA composed of school media specialists and has a section for school media coordinators.

Georgia Library Media Department (GLMD)

The Georgia Library Media Department (GLMD) of the Georgia Association of Educators (GAE) is affiliated with the National Education Association (NEA). Since 1977, GLMD has also been affiliated with the American Association of School Librarians (AASL), a division of the American Library Association (ALA). This organization serves to strengthen the ties between media specialists and teachers at a professional level. GLMD provides opportunities for exchange of ideas, information and skills; distributes a newsletter, a handbook, and a membership directory; promotes "Media Day in Georgia," sponsors the Georgia Student Media Festival, holds a mid-winter Staff Development Conference and a spring meeting.

Georgia Council for Media Organizations (GaCOMO)

The Georgia Council for Media Organizations (GaCOMO) is composed of representatives from GAIT, GLA, GLMD, and the Georgia Association of Media Representatives. The purpose of the Council is to provide a forum for cooperation among Georgia media groups. It meets quarterly to plan joint conferences, discuss legislative concerns, and collect and share information.

PERTINENT ADDRESSES AND TELEPHONE NUMBERS

Division of Assessment, Psychological Services
and Private School Standards
1858 Twin Towers East
Atlanta, Georgia 30334
Teacher Assessment - (404) 656-6016

Division of Curriculum Services
1952 Twin Towers East
Atlanta, Georgia 30334
(404) 656-2412

Division of Instructional Media Services
2054 Twin Towers East
Atlanta, Georgia 30334
(404) 656-5945

Division of Public Library Services
102 Education Annex
156 Trinity Avenue
Atlanta, Georgia 30303
(404) 656-2461

Division of Staff Development
1858 Twin Towers East
Atlanta, Georgia 30334
Teacher Education - (404) 656-2431
Teacher Recruitment - (404) 656-4339

Southern Association of Colleges and Schools
795 Peachtree Street, NE
Atlanta, Georgia 30365
(404) 897-6100

Division of Teacher Certification
1452 Twin Towers East
Atlanta, Georgia 30334
(404) 656-2604

Georgia Accrediting Commission
Brewton Parker College
Mount Vernon, Georgia 30445

Library for the Blind
1050 Murphy Avenue
Atlanta, Georgia 30303
(404) 656-2465

Standards and Evaluation Division
Public School Standards
1754 Twin Towers East
Atlanta, Georgia 30334
(404) 656-2604

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Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Public Libraries
Title IX — Myra Tolbert, Coordinator
Section 504 — Coordinator of Special Education

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Division of Instructional Media Services
Office of Instructional Services
Georgia Department of Education
Charles McDaniel
State Superintendent of Schools

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